

SIXTY-THIRD ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1894

BOSTON

PRESS OF GEO. H. ELLIS, 141 FRANKLIN STREET

1895

Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, OCTOBER 16, 1894.

To the Hon. WM. M. OLIN, *Secretary of State*, Boston.

DEAR SIR:—I have the honor to transmit to you, for the use of the legislature, a copy of the sixty-third annual report of the trustees of this institution to the corporation thereof, together with that of the director and the usual accompanying documents.

Respectfully,

M. ANAGNOS,

Secretary.

OFFICERS OF THE CORPORATION.

1894-95.

SAMUEL ELIOT, LL.D., *President.*
GEORGE S. HALE, *Vice President.*
EDWARD JACKSON, *Treasurer.*
MICHAEL ANAGNOS, *Secretary.*

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EDWARD BROOKS.
WILLIAM ENDICOTT, JR.
JOSEPH B. GLOVER.
J. THEODORE HEARD, M.D.
HENRY MARION HOWE.

EDWARD N. PERKINS.
WILLIAM L. RICHARDSON, M.D.
LEVERETT SALTONSTALL.
THOMAS F. TEMPLE.
S. LOTHROP THORNDIKE.
GEORGE W. WALES.

STANDING COMMITTEES.

Monthly Visiting Committee,

whose duty it is to visit and inspect the Institution at least once in each month.

1895.

January, EDWARD BROOKS.
February, W. ENDICOTT, Jr.
March, J. B. GLOVER.
April, J. T. HEARD.
May, H. M. HOWE.
June, E. N. PERKINS.

1895.

July, W. L. RICHARDSON.
August, L. SALTONSTALL.
September, HENRY STONE.
October, T. F. TEMPLE.
November, S. L. THORNDIKE.
December, G. W. WALES.

Committee on Education.

HENRY STONE.
H. M. HOWE.
EDWARD BROOKS.

House Committee.

WILLIAM L. RICHARDSON, M.D.
G. W. WALES.
HENRY STONE.
EDWARD BROOKS.

Committee on Finance.

S. L. THORNDIKE.
W. ENDICOTT, Jr.
J. B. GLOVER.
T. F. TEMPLE.

Committee on Health.

J. T. HEARD, M.D.
WM. L. RICHARDSON, M.D.
T. F. TEMPLE.

Auditors of Accounts.

J. T. HEARD, M.D.
S. L. THORNDIKE.

OFFICERS OF THE INSTITUTION.

DIRECTOR.

MICHAEL ANAGNOS.

MEDICAL INSPECTOR.

JOHN HOMANS, M.D.

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Miss CAROLINE E. McMASTER.
Miss JULIA A. BOVLAN.
Miss JESSICA L. LANGWORTHY.
Miss SARAH L. DINSMORE.
Miss EDITH A. FLAGG.

Girls' Section.

Miss GAZELLA BENNETT.
Miss SARAH M. LILLEY.
Miss FRANCES S. MARRETT.
Miss MABEL TOWNSEND.
Miss JULIA E. BURNHAM.
Miss SARAH M. WALKER.

Miss SARAH ELIZABETH LANE, *Librarian.*
Miss ALICE M. MARSHALL, *Assistant.*
Miss ELLA FRANCES PROUT, *Clerk.*

DEPARTMENT OF MUSIC.

Boys' Section.

THOMAS REEVES.
Miss FRED A. BLACK.
Miss LOUISE LAWTON.
Miss MARY E. BURBECK.

W. LUTHER STOVER.
Miss ALMIRA S. KNAPP, *Reader.*
E. N. LAFRICAİN.
LORENZO WHITE.

Girls' Section.

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Miss MARY E. RILEY.

Miss HARRIET W. BUSTIN.
Miss SARAH H. MCGEE.

CARL BAERMANN.
GEORGE W. WANT.
JULIUS AKEROYD.

TUNING DEPARTMENT.

JOEL WEST SMITH, *General Supervisor.*
GEORGE E. HART, *Instructor and Manager.*

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JULIAN H. MABEY, *Assistant.*
THOMAS CARROLL, *Assistant.*

Miss MARY L. SANFORD, *Work Mistress.*
Miss FRANCES M. LANGWORTHY, *Ass't.*
Miss FLORA J. McNABB, *Assistant.*

Miss MARY B. KNOWLTON, *Sloyd Teacher.*

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ANTHONY W. BOWDEN.

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Miss P. N. ANDREWS, *Acting Matron.*
Mrs. SARAH A. STOVER, *Assistant.*

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Mrs. CORA L. GLEASON.
Miss BESSIE WOOD.
Mrs. SOPHIA C. HOPKINS.

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Mrs. ELIZABETH L. BOWDEN, *Printer.*

Miss LITA WESTON, *Printer.*
ERNEST A. DALTRY, *Printer.*

WORKSHOP FOR ADULTS.

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PLINY MORRILL, *Foreman.*

Miss M. A. DWELLY, *Forewoman.*
Miss ESTELLE M. MENDUM, *Clerk.*

Miss ELLEN B. WEBSTER, *Book-keeper.*

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Ahl, Mrs. Daniel, Boston.
Alger, Rev. William R., Boston.
Ames, Hon. Oliver, Boston.
Amory, C. W., Boston.
Amory, Mrs. William, Boston.
Andagnos, M., Boston.
Anderson, Mrs. John F., Boston.
Appleton, Mrs. Randolph M., New York.
Appleton, Mrs. William, Boston.
Appleton, Dr. William, Boston.
Apthorp, William F., Boston.
Atkins, Mrs. Elisha, Boston.
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Austin, Edward, Boston.
Aylesworth, H. B., Providence.
Bacon, Edwin M., Boston.
Bacon, Mrs. E. P., Boston.
Baker, Mrs. Ezra H., Boston.
Baker, Miss M. K., Boston.
Baker, Mrs. Richard, Jr., Boston.
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Baldwin, Simeon E., New Haven, Conn.
Baldwin, William H., Boston.
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Ballard, Miss E., Boston.
Barbour, E. D., Boston.
Barrett, William E., Boston.
Barrows, Rev. S. J., Dorchester.
Barrows, Mrs. S. J., Dorchester.
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Bartlett, Francis, Boston.
Bartlett, Miss F., Boston.
Bartlett, Mrs. John, Cambridge.
Bartlett, Mrs. Mary E., Boston.
Bartlett, Miss Mary F., Boston.
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Bartol, Miss Mary, Boston.
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Baylies, Mrs. Charlotte A., Boston.
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Beckwith, Mrs. T., Providence.
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Beebe, J. Arthur, Boston.
Beebe, Mrs. J. Arthur, Boston.
Bigelow, Mrs. Prescott, Boston.
Binney, William, Providence.
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Blake, Mrs. George B., Boston.
Blanchard, G. D. B., Malden.
Bourn, Hon. A. O., Bristol, R.I.
Bouvé, Thomas T., Boston.
Bowditch, Dr. H. P., Jamaica Plain.
Bowker, Charles F., Boston.
Boyden, Mrs. Charles, Boston.
Brackett, Mrs. Henry, Boston.
Brackett, Miss Nancy, Quincy.
Bradlee, Miss Helen C., Boston.
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Brimmer, Mrs. Martin, Boston.
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Brooks, Edward, Hyde Park.
Brooks, Rev. Geo. W., Dorchester.
Brooks, Peter C., Boston.
Brooks, Mrs. Peter C., Boston.

- Brooks, Shepherd, Boston.
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 Brown, Mrs. John C., Providence.
 Browne, A. Parker, Boston.
 Browne, Miss H. T., Boston.
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 Bullard, Mrs. William S., Boston.
 Bumstead, Mrs. Freeman J., Cambridge.
 Bundy, James J., Providence.
 Burgess, Mrs. S. K., Brookline.
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 Burnham, Miss Julia E., Lowell.
 Burnham, William A., Boston.
 Burton, J. W., M.D., Flushing, N.Y.
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 Cabot, Walter C., Boston.
 Callahan, Miss Mary G., South Boston.
 Callender, Walter, Providence.
 Carpenter, Charles E., Providence.
 Carter, John W., West Newton.
 Carter, Mrs. John W., West Newton.
 Cary, Miss A. P., Boston.
 Cary, Miss Ellen G., Boston.
 Cary, Mrs. Richard, Boston.
 Cary, Miss E. F., Cambridge.
 Cary, Miss S. G., Cambridge.
 Case, Mrs. Laura L., Boston.
 Center, Joseph H., Boston.
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 Chace, Hon. Jonathan, Valley Falls, R.I.
 Chadwick, Mrs. C. C., Boston.
 Chamberlin, Joseph Edgar, Boston.
 Chamberlin, E. D., Boston.
 Chapin, E. P., Providence.
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 Cheever, Miss A. M., Boston.
 Cheever, Dr. David W., Boston.
 Cheever, Miss M. E., Boston.
 Cheney, Benjamin P., Boston.
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 Clark, Mrs. Joseph W., Boston.
 Clark, Miss S. W., Beverly.
 Clarke, Mrs. Jas. Freeman, Boston.
 Clarke, James W., New York.
 Clement, Edward H., Boston.
 Coates, James, Providence.
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 Cobb, Samuel T., Boston.
 Cochrane, Alexander, Boston.
 Coffin, Mrs. W. E., Boston.
 Colt, Samuel P., Bristol, R.I.
 Comstock, Andrew, Providence.
 Cook, Charles T., Detroit, Mich.
 Cook, Mrs. Charles T., Detroit, Mich.
 Coolidge, Dr. A., Boston.
 Coolidge, J. Randolph, Boston.
 Coolidge, Mrs. J. R., Boston.
 Coolidge, John T., Boston.
 Coolidge, Mrs. J. T., Boston.
 Coolidge, Mrs. J. Templeman, Boston.
 Coolidge, T. Jefferson, Boston.
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 Crosby, Sumner, Brookline.
 Crosby, William S., Brookline.
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 Cummings, Charles A., Boston.
 Cummings, Hon. John, Woburn.
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 Curtis, Mrs. Greeley S., Boston.
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 Darling, Hon. L. B., Pawtucket, R.I.
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 Dow, Mrs. Moses A., Brookline.
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 Dutton, Miss Lydia W., Boston.
 Dutton, Miss Mary M., Boston.
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 Eliot, Dr. Samuel, Boston.
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 Endicott, Miss Mary E., Beverly.
 Endicott, William, Jr., Boston.
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 Faulkner, Miss Fannie M., Boston.
 Fay, Mrs. Dudley B., Boston.
 Fay, H. H., Boston.
 Fay, Mrs. H. H., Boston.
 Fay, Mrs. Joseph S., Jr., Boston.
 Fay, Miss Sarah B., Boston.
 Fay, Miss S. M., Boston.
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 Ferris, Mrs. Mary E., Brookline.
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 Field, Mrs. Nancy M., Monson.
 Fields, Mrs. James T., Boston.
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 Foote, Miss M. B., Cambridge.
 Forbes, John M., Milton.
 Foster, Miss C. P., Cambridge.
 Foster, Mrs. Emily Wells, Hartford, Conn.
 Foster, Francis C., Cambridge.
 Foster, Mrs. Francis C., Cambridge.
 Foster, John, Boston.
 Freeman, Miss Harriet E., Boston.
 French, Jonathan, Boston.
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 Frothingham, Rev. Octavius B., Boston.
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 Gaffield, Thomas, Boston.
 Galloupe, C. W., Boston.
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 Gammell, Mrs. Wm., Providence.
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 Gardner, George A., Boston.
 Gardner, Mrs. John L., Boston.
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 Glover, Miss Caroline L., Boston.
 Glover, Joseph B., Boston.
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 Goddard, William, Providence.
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 Goff, Lyman B., Pawtucket, R.I.
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- Gooding, Rev. Alfred, Portsmouth, N.H.
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 Hammond, Mrs. George W., Boston.
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 Head, Mrs. Charles, Boston.
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 Hodgkins, William A., Somerville.
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 Hogg, Mrs. John, Boston.
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 Hunnewell, H. H., Boston.
 Hunnewell, Mrs. H. S., Boston.
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 Kilmer, Frederick M., Somerville.
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 Kimball, Edward P., Malden.
 Kimball, Mrs. M. Day, Boston.
 Knapp, George B., Boston.
 Knowlton, Daniel S., Boston.
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 Lamson, Miss C. W., Dedham.
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 Lang, Mrs. B. J., Boston.
 Lawrence, James, Groton.
 Lawrence, Mrs. James, Groton.
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 Lee, Mrs. George C., Boston.
 Lee, Henry, Boston.
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 Linzee, Miss Susan I., Boston.
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 Lodge, Hon. Henry C., Boston.
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 Lowell, Mrs. George G., Boston.
 Lowell, Miss Georgina, Boston.
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 Lowell, Miss Lucy, Boston.
 Luce, Matthew, Boston.
 Lyman, Arthur T., Boston.
 Lyman, J. P., Boston.
 Lyman, Theodore, Brookline.
 McAuslan, John, Providence.
 Mack, Thomas, Boston.
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 Marrett, Miss Helen M., Standish.
 Me.
 Marsh, Miss Sarah L., Hingham.
 Marston, S. W., Boston.
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 Mason, Miss E. F., Boston.
 Mason, Miss Ida M., Boston.
 Mason, I. B., Providence.
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 Matthews, Miss Alice, Boston.
 Matthews, Miss Annie B., Boston.
 May, F. W. G., Dorchester.
 Merriam, Charles, Boston.
 Merriam, Mrs. Charles, Boston.
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 Minot, J. Grafton, Boston.
 Minot, The Misses, Boston.
 Mixter, Miss Madeleine C., Boston.
 Montgomery, William, Boston.
 Morgan, Eustis P., Saco, Me.
 Morgan, Mrs. Eustis P., Saco, Me.
 Morison, John H., Boston.
 Morison, Mrs. John H., Boston.
 Morrill, Charles J., Boston.

- Morse, Mrs. Leopold, Boston.
 Morse, Miss Margaret F., Jamaica Plain.
 Morss, A. S., Charlestown.
 Morton, Edwin, Boston.
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 Nevins, David, Boston.
 Newell, Mrs. M. Abbie, Boston.
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 Nichols, J. Howard, Boston.
 Nickerson, Andrew, Boston.
 Nickerson, George, Jamaica Plain.
 Nickerson, Miss Priscilla, Boston.
 Nickerson, S. D., Boston.
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 Norcross, Miss Laura, Boston.
 Norcross, Mrs. Otis, Jr., Boston.
 Noyes, Hon. Charles J., Boston.
 Ober, Louis P., Boston.
 Oliver, Dr. Henry K., Boston.
 Osborn, John T., Boston.
 Paine, Mrs. Julia B., Boston.
 Paine, Robert Treat, Boston.
 Paine, Mrs. Robert Treat, Boston.
 Palfrey, Mrs. Francis W., Boston.
 Palfrey, J. C., Boston.
 Palmer, John S., Providence.
 Parker, Mrs. E. P., Boston.
 Parker, E. Francis, Boston.
 Parker, Richard T., Boston.
 Parkinson, John, Boston.
 Parkinson, Mrs. John, Boston.
 Parkman, George F., Boston.
 Payson, S. R., Boston.
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 Peabody, F. H., Boston.
 Peabody, Frederick W., Boston.
 Peabody, O. W., Milton.
 Peabody, Mrs. Robert S., Brookline.
 Peabody, S. E., Boston.
 Perkins, Charles Bruen, Boston.
 Perkins, Mrs. C. E., Boston.
 Perkins, Edward N., Jamaica Plain.
 Peters, Edward D., Boston.
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 Phipps, Mrs. John A., Boston.
 Pickering, Mrs. Edward, Boston.
 Pickman, Mrs. D. L., Boston.
 Pickman, Mrs. W. D., Boston.
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 Pierce, Mrs. M. V., Milton.
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 Pratt, Mrs. Sarah M., Boston.
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 Rantoul, Robert S., Salem.
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 Reynolds, Walter H., Boston.
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 Rice, Mrs. Henry A., Boston.
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 Richards, Miss Elise, Boston.
 Richards, Mrs. Laura E., Gardiner, Me.
 Richardson, John, Boston.
 Richardson, Miss M. Grace, New York.
 Richardson, Mrs. M. R., Boston.
 Richardson, William L., M.D., Boston.
 Robbins, Royal E., Boston.
 Roberts, Mrs. A. W., Somerville.
 Robertson, Mrs. Alice Kent, Charlestown.
 Robinson, Henry, Reading.
 Rodman, S. W., Boston.
 Rodocanachi, J. M., Boston.
 Rogers, Miss Clara B., Boston.

- Rogers, Miss Flora E., New York.
 Rogers, Henry M., Boston.
 Rogers, Jacob C., Boston.
 Rogers, Mrs. William B., Boston.
 Ropes, John C., Boston.
 Ropes, Mrs. Joseph A., Boston.
 Ropes, Joseph S., Boston.
 Rotch, Miss Edith, Boston.
 Russell, Henry G., Providence.
 Russell, Mrs. Henry G., Providence.
 Russell, Henry S., Boston.
 Russell, Miss Marian, Boston.
 Russell, Mrs. William A., Boston.
 Saltonstall, Hon. Leverett, Newton.
 Saltonstall, Mrs. Leverett, Newton.
 Sampson, George, Boston.
 Sanborn, Frank B., Concord.
 Sayles, F. C., Pawtucket, R.I.
 Schlesinger, Barthold, Boston.
 Schlesinger, Sebastian B., Boston.
 Sears, David, Boston.
 Sears, Mrs. Fred. R., Jr., Boston.
 Sears, Frederick R., Boston.
 Sears, Mrs. Knyvet W., Boston.
 Sears, Mrs. P. H., Boston.
 Sears, Willard T., Boston.
 Sharpe, L., Providence.
 Shaw, Mrs. G. Howland, Boston.
 Shaw, Henry S., Boston.
 Shaw, Miss Pauline, Boston.
 Shaw, Quincy A., Boston.
 Shepard, Harvey N., Boston.
 Shepard, Mrs. T. P., Providence.
 Sherwood, W. H., Boston.
 Shinkle, Miss Camilla Hunt, Covington, Ky.
 Shippen, Rev. R. R., Washington.
 Sigourney, Mrs. Henry, Boston.
 Slafter, Rev. Edmund F., Boston.
 Slater, H. N., Jr., Providence.
 Slocum, Mrs. W. H., Jamaica Plain.
 Snelling, Samuel G., Boston.
 Sohier, Miss E. D., Boston.
 Sohier, Miss Elizabeth, Boston.
 Sohier, Miss Emily L., Boston.
 Sorchan, Mrs. Victor, Boston.
 Spaulding, J. P., Boston.
 Spaulding, Mrs. Mahlon D., Boston.
 Spencer, Henry F., Boston.
 Sprague, F. P., M.D., Boston.
 Sprague, S. S., Providence.
 Stanwood, Edward, Brookline.
 Stearns, Charles H., Brookline.
 Stearns, Mrs. Charles H., Brookline.
 Stevens, Miss C. Augusta, New York.
 Stewart, Mrs. C. B., Boston.
 Stone, Col. Henry, South Boston.
 Storrs, Mrs. E. K., Brookline.
 Sturgis, Francis S., Boston.
 Sullivan, Richard, Boston.
 Swan, Mrs. Sarah H., Cambridge.
 Swan, Robert, Dorchester.
 Swan, Mrs. Robert, Dorchester.
 Taggard, B. W., Boston.
 Taggard, Mrs. B. W., Boston.
 Talbot, Mrs. Isabella W., North Billerica.
 Tapley, Mrs. Amos P., Boston.
 Tarbell, George G., M.D., Boston.
 Temple, Thomas F., Boston.
 Thaw, Mrs. William, Pittsburg, Penn.
 Thaxter, Joseph B., Hingham.
 Thayer, Miss Adele G., Boston.
 Thayer, Miss A. G., Andover.
 Thayer, Rev. George A., Cincinnati.
 Thayer, Mrs. Harriet L., Boston.
 Thayer, Mrs. Nathaniel, Boston.
 Thomas, Mrs. Joseph B., Boston.
 Thorndike, Mrs. Delia D., Boston.
 Thorndike, S. Lothrop, Cambridge.
 Ticknor, Miss A. E., Boston.
 Tilden, Miss Alice Foster, Milton.
 Tilden, Miss Edith S., Milton.
 Tilden, Mrs. M. Louise, Milton.
 Tilton, Mrs. W. S., Newtonville.
 Tingley, S. H., Providence.
 Tolman, Joseph C., Hanover.
 Tompkins, Eugene, Boston.
 Torrey, Miss A. D., Boston.
 Tower, Col. William A., Boston.

- Townsend, Miss Sophia T., Boston.
 Troup, John E., Providence.
 Tuckerman, Mrs. C. S., Boston.
 Turner, Miss Abby W., Randolph.
 Turner, Miss Alice M., Randolph.
 Turner, Mrs. M. A., Providence.
 Turner, Mrs. Royal W., Randolph.
 Underwood, Herbert S., Boston.
 Upham, Mrs. George P., Boston.
 Upton, George B., Boston.
 Villard, Mrs. Henry, New York.
 Vose, Miss Caroline C., Milton.
 Wainwright, Miss R. P., Boston.
 Wales, George W., Boston.
 Wales, Mrs. George W., Boston.
 Wales, Joseph H., Boston.
 Ward, Rev. Julius H., Boston.
 Warden, Erskine, Waltham.
 Ware, Mrs. Charles E., Boston.
 Ware, Miss M. L., Boston.
 Ware, Miss Charlotte L., Cambridge.
 Warren, J. G., Providence.
 Warren, Mrs. J. Sullivan, Boston.
 Warren, Mrs. Wm. W., Boston.
 Washburn, Rev. Alfred F., South Boston.
 Washburn, Hon. J. D., Worcester.
 Waterston, Mrs. R. C., Boston.
 Watson, Thomas A., Weymouth.
 Watson, Mrs. Thomas A., Weymouth.
 Webster, Mrs. John G., Boston.
 Weeks, A. G., Boston.
 Weld, Otis E., Boston.
 Weld, R. H., Boston.
 Weld, Mrs. W. F., Boston.
 Weld, Mrs. William F., Boston.
 Weld, W. G., Boston.
 Wells, Mrs. Elizabeth S., Boston.
 Wesson, J. L., Boston.
 Wheelock, Miss Lucy, Boston.
 Wheelwright, A. C., Boston.
 Wheelwright, John W., Boston.
 White, C. J., Cambridge.
 White, Charles T., Boston.
 White, Mrs. Charles T., Boston.
 White, G. A., Boston.
 Whitehead, Miss Mary, West Somerville.
 Whitford, George W., Providence.
 Whiting, Albert T., Boston.
 Whiting, Ebenezer, Boston.
 Whitman, Mrs. Sarah W., Boston.
 Whitney, Miss Anne, Boston.
 Whitney, Edward, Belmont.
 Whitney, Henry M., Brookline.
 Whitten, Mrs. Elizabeth S., Dorchester.
 Whitwell, S. Horatio, Boston.
 Whitwell, Miss S. L., Boston.
 Wigglesworth, Edward, M.D., Boston.
 Wigglesworth, Thomas.
 Wightman, W. B., Providence.
 Williams, Mrs. H., Boston.
 Williams, Miss Louise H., Boston.
 Wilson, Mrs. Maria Gill, Boston.
 Winslow, Mrs. George, Roxbury.
 Winsor, Mrs. Ernest, Chestnut Hill.
 Winsor, J. B., Providence.
 Winthrop, Mrs. John, Stockbridge.
 Winthrop, Mrs. Thomas L., Boston.
 Wolcott, Mrs. J. H., Boston.
 Wolcott, Roger, Boston.
 Woodruff, Thomas T., Boston.
 Woods, Henry, Boston.
 Woolf, Benjamin E., Boston.
 Worthington, Roland, Roxbury.
 Young, Mrs. Benjamin L., Boston.
 Young, Charles L., Boston.

SYNOPSIS OF THE PROCEEDINGS

OF THE

ANNUAL MEETING OF THE CORPORATION

SOUTH BOSTON, Oct. 10, 1894.

The annual meeting of the corporation, duly summoned, was held today at the institution and was called to order by the president, Samuel Eliot, LL.D., at 3 P.M.

The proceedings of the last meeting were read by the secretary, and declared approved.

Col. Henry Stone presented the report of the trustees, which was read, accepted, and ordered to be printed with that of the director and the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was accepted, and ordered to be printed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected: —

President — Samuel Eliot, LL.D.

Vice-President — George S. Hale.

Treasurer — Edward Jackson.

Secretary — Michael Anagnos.

Trustees — William Endicott, Jr., Joseph B. Glover, J. Theodore Heard, M.D., Henry Marion Howe, Edward N. Perkins, Leverett Saltonstall, S. Lothrop Thorndike and George W. Wales.

Rev. George A. Gordon, D.D., Charles Lowell, John H. Morison, Eugene Tompkins, Mrs. John A. Phipps of Boston, Charles H. Porter of Quincy and Miss Alice Foster Tilden of Milton were afterwards elected members of the corporation by a unanimous vote.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to visit the various departments of the school and inspect the premises.

M. ANAGNOS,

Secretary.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND
SOUTH BOSTON, October 3, 1894.

To the Members of the Corporation.

LADIES AND GENTLEMEN:—At the return of your annual meeting, it becomes the duty of the trustees, to whom you and the governor and the council of the commonwealth have intrusted the management of the institution, to render an account of their stewardship for the year ending September 30, 1894.

No very marked changes have occurred in the school since the publication of the last annual report. The same principles, which have hitherto marked its administration, continue to be exercised. We feel assured that no one can witness its workings and see their results in the mental development as well as in the physical health, the cheerfulness and intelligence of the pupils, and their proficiency and skill in their various occupations without being convinced of the efficiency, zeal and attention of all concerned in its conduct.

There has been no increase in the number of pupils during the year. At its close there were 146 belonging to the parent school at South Boston, 59 to the kindergarten at Jamaica Plain, and 13 to the

workshop for adults. In addition, there are 16 persons employed as teachers, or in other positions, making the total number of blind persons connected with the institution 234.

The school has enjoyed general immunity from serious illness. There have been two cases of diphtheria in a mild form and some of tonsillitis. One of the girls died at her home of spinal trouble, and another was suffering with consumption and was placed in the consumptives' home. With these exceptions the health of the inmates has been exceedingly good.

The report of the director, with all statistical and other exhibits, showing the operations and results of the year and the present condition of the institution and its prospects and needs, is hereto appended.

THE SCHOOL AND ITS WORK.

The school offers to the blind of New England an excellent opportunity for a sound and thorough education. The work of instruction is carried on in various departments, and has been performed in an intelligent and efficient manner.

Bodily health and vigor have been considered as of prime importance, and ample attention has been paid thereto. A system of physical education has been carefully organized, steadily developed and carried on with energy and intelligence.

In every department of the school, improved

methods have been eagerly sought and introduced. Passive formalism and routine have given place to scientific activity and stimulus. Valuable additions have also been made to the library, to the museum and to collections of educational appliances and illustrative apparatus.

Music naturally and necessarily occupies a most important place in the life and education of the blind. It is needless to say that instruction in this department has been carried on in a satisfactory manner and with good results. The same corps of teachers has been employed in the work as last year. New pianofortes and other musical instruments have been procured, as needed.

The board of trustees has been governed by an earnest purpose to increase the means and enlarge the field of education for the blind in every available direction.

COMMENCEMENT EXERCISES.

On June 5th 1894 the annual commencement exercises were held, as they were one year ago, in Boston Theatre, and again this spacious building was filled with a cultured and enthusiastic audience representative of the best people of New England. The occasion was graced by the presence of Governor Brown of Rhode Island, together with Hon. Thomas B. Stockwell, commissioner of public schools, and several members of the board of education of that state.

The stage of the theatre was set to represent a woodland landscape,—the green trees and bushes forming a most effective background for the groups of happy children, all in gala dress and all alike ready and eager to take part in the exercises of the day. In front of the older pupils, those of the parent school, were seated the little boys and girls from the kindergarten. This arrangement afforded a view of the entire school and the scene with its vista of happy faces made an impressive picture.

The exercises commenced with an overture played by the band. The selection rendered was the coronation march from Meyerbeer's *Le Prophète*.

Dr. Samuel Eliot presided, and after the performance by the band he spoke as follows :

These young people bid you welcome to their commencement exercises. I wish they could see what has been called the look of expectant sympathy in your faces, but I am sure they feel it, and the consciousness of that will give them strength and happiness this afternoon. Those of you who have attended these exercises in years gone by very well know that they are different from ordinary commencement exercises. In the first place they represent the work of the whole school, from the highest class to the lowest, not of the graduates only ; and in the next place they represent the work of training, done under a great disadvantage, and I am sure you will see that the want of one vital faculty in these children is supplied by the added intensity and force of other faculties ; and you will see, what is far more important than that, that the spirit which enables them to conquer their disadvantage enables them also to conquer their advantages, and to make use of them as I am afraid the majority of us who see do



EDITH THOMAS AND LOTTIE B. RICH.

not make use of ours. The exercises have commenced already with the performance by the band of the coronation march, and will now continue with an exercise in geography by Lottie Rich, Jenny Foss, Edna Reed and Edith Thomas. Edith Thomas is known to most of you as one bereft of more senses than the sense of sight.

Meanwhile the four girls were busy in modelling maps in clay. The frames were supported by easels and by this means a view of the work was afforded to the audience. The skilful fingers of the sightless children were watched with eager interest as the moulding proceeded and the outlines of the section became distinct and easily recognizable. The accurate knowledge of the physical features of the country which has been gained by practice in map making, together with the ability to point out the location of cities, agricultural communities and various industries, was clearly shown, as the girls traced with their fingers and described the systems of mountains, rivers and lakes as well as the artificial divisions of New England. The lively interest which is felt in Edith Thomas was both justified and intensified by the effective manner in which her part of the work was done. The map which she had made represented Massachusetts divided into counties. While with her left hand Edith traced the boundaries of these sections, pointed out the prominent natural features and indicated the place where the leading industrial centres would be found, with the ready fingers of her right hand she spelled the names of the same to her

classmate who acted as interpreter and gave her words to the audience. The entire performance fully merited the approval which was so heartily expressed.

All the musical numbers on the programme were exceptionally well given. The audience seemed gratified alike by the careful and conscientious execution of the several selections and by the evidence of thorough training which the pupils displayed. The Students' Song, the words of which were written by one member of the graduating class, and the music by another, deserves special mention.

The provision which the institution makes for physical education, together with the results which are secured by careful and systematic training in this important department of school work, was seen in the creditable exhibition in gymnastics and military drill.

That the study of the sciences by the blind is both feasible and not without practical importance was shown most clearly by the two exercises, which were conducted by the members of the graduating class. Miss Florence E. Welfoot and Miss Mary E. Tierney illustrated the physical nutrition by foods, and in so doing demonstrated also a successful method of teaching and study. The young men of the class carried on interesting experiments in electricity,—generating currents both with batteries and with dynamo-electrical machines, and showing with these currents the operation of the electric bell, the telegraphic sounder, the electric light and the dynamo. The ex-

planations relating both to the apparatus and to the subject matter were clear and lucid.

Following this exercise came the presentation of diplomas by Dr. Samuel Eliot to the seven graduates. Their names were James Sylvanus Davis, Charles Francis Forrester, William Augustine Messer, Francis Joseph Leo O'Brien, Charles Augustus Robair, Mary Ellen Tierney and Florence Eva Welfoot. Dr. Eliot's words were eloquent and impressive and his message to the graduates was full of cheer and encouragement. He said: —

Your director asks me to present to you your diplomas. They are the gift of him and his associate teachers; they are not my gift, and not the gift of any others whom I represent. They are the rewards of work faithfully performed, but they are, I am sure, in your eyes more than that; they are the promise of work yet to be fulfilled, of work yet to come.

Today you are outward bound. You leave the soft haven where you have been spending these recent years of your life, and go to encounter the swelling currents and tossing seas of that great ocean on which we are all sailing, and where you will sail as well as we, with every prospect of favoring breezes and of a happy port at the end.

I cannot too strongly dwell upon the interest which these friends of yours here assembled in large numbers take in your future, and the good wishes with which they will follow you as you start upon your long and I trust happy voyage. There are some who will start as you will, some who have long since started, and are much nearer the end than the beginning of their voyage; but all alike, whether old or young, are at this moment of one heart and one mind in wishing you all possible happiness. You have every reason to be encouraged. Every day brings to light some

new triumph won by those who like yourselves have been deprived of one of the senses with which God has endowed his children. I read the other day of an organist of whom his pastor speaks as having given him and his congregation such music, so precise, so clear and artistic, and far more than that, so reverent and religious, as hardly any congregation in America could boast of hearing. That was the work of a blind organist, blind for thirty years, which has been going on in a church in Philadelphia.

A week or two ago I read in an English paper of the death of Miss Alice King, a name you never perhaps heard. She was blind at seven years of age, but her training was so well carried on that she mastered seven languages, and became the aid of her father in his parish, taking large classes of women and teaching the Bible to them; and all the while she was writing books for the benefit not only of the blind, but of the seeing, all over England. These are great examples and encouragements, not only to you, but to us all.

You have the will, I am sure, to go on and meet whatever God may have in store for you. A poet makes his hero say, "I go to prove my soul," and you are going to prove your souls. We all hope that you will find, from year to year, and from day to day, such strength and hope as you will need. Emerson said: "We judge a man's wisdom by his hope," and you must have hope. The world needs you, the world has hoped for you, will hope with you, and you have only to go forward in the way that opens to you from the time you leave your school, and you will be sure to succeed, in the highest sense of success.

I sometimes envy you your visions. Mrs. Browning wrote of a friend of hers, blind, like you, "Permitted with his wandering eyes light-proof to have fair visions." You have in the exercises of this afternoon shown us that you have them, very fair visions, and I can only hope that they will multiply and increase, and that their radiance will continue to the very end.

I hand you these diplomas:—Mary Ellen Tierney; Florence

Eva Welfoot; Charles Augustus Robair; Charles Francis Forrester; Francis Joseph Leo O'Brien; William Augustine Messer; James Sylvanus Davis.

And now, in behalf of this great assembly, and of these friends who are upon the stage, of those who are living and those who are dead who have been interested in the Perkins Institution and Massachusetts School for the Blind, I bid this graduating class of 1894, hail, and not farewell!

The exercises ended with a selection from one of Rossini's operas,—“Thus to hearts all freshly glowing.” This was well sung by a chorus of mixed voices.

POST GRADUATE COURSE.

The establishment of a post graduate course has been constantly and urgently advocated in these reports. The trustees have felt that the institution of such a course ought no longer to be postponed. The first steps have at length been taken for the accomplishment of this long deferred purpose. A room has been provided, a teacher employed, a plan of study arranged, and the required books, in raised print, are in course of preparation. Among them is included an elementary Latin lexicon.

Thus a small beginning has been made of an advanced course which, it is intended, shall be so extended as to fit those taking it for admission to our best colleges, or for teaching the higher branches of learning. It is also intended to furnish a thorough and scientific musical education for those capable of

receiving it, as well as to provide the means of practical business training for those who must pursue the usual vocations of life.

BLIND DEAF-MUTES.

In former reports of the trustees, and especially in the reports of the director, may be found accounts of the three blind deaf-mutes who are still under our care — Edith Thomas, Willie Elizabeth Robin and Tommy Stringer. The report of the director for this year gives in detail a statement of their studies and progress during the year just closed. But the trustees also desire to call special attention to what the school and kindergarten have been able to do for these otherwise helpless children. Their steady development in character, in knowledge and in practical ability is most encouraging. The result, in their case — as in that of Laura Bridgman and Helen Keller — shows that no matter what the obstacle, the hidden intellect can be reached in spite of apparent impossibility, and that it is worth reaching. It is not merely for the few so afflicted that the lesson conveys its moral: — it is made evident, by the success which has been gained in this training, that even greater difficulties can be overcome. The cause of education everywhere is advanced by everything that is learned and done by these afflicted ones, who can neither hear nor see. As every new invention, and every important discovery, opens the door to other and greater

discoveries and inventions, so the awakening of these children to an intellectual life will be the means of finding fresh avenues to all sources of knowledge and to every means of attainment.

FINANCES.

In the report of the treasurer, which is herewith presented, full details are given of the receipts and expenditures of the year. These may be summarized as follows :

Cash on hand October 1, 1893 . . .	\$3,248.45
Total receipts from all sources during the year	176,604.94
	<hr/> \$179,853.39
Total expenditures and investments . .	167,672.29
	<hr/>
Balance on hand, September 30, 1894 .	\$12,181.10

The financial affairs of the institution have been administered with prudence, and the expenses have been kept at a low point. By the exercise of rigid economy the cost of carrying on the work of the establishment might be reduced somewhat, but this saving would involve the lessening of the efficiency of the school. That alone is true economy which demands an adequate outlay to insure the greatest return for the investment.

HOWE MEMORIAL PRESS.

The work of the printing office has been carried on with efficiency and regularity, and the following books have been issued during the year: George Eliot's *Adam Bede* in three volumes; *Elementary Arithmetic*, compiled by Mabel Townsend; Collar and Daniell's *Beginner's Latin Book* in two volumes, and *Latin-English Vocabulary*; Landon's *Pianoforte Method* volume two; Mary P. Webster's *Preparation for Harmony*; W. S. Matthew's *Standard Series* grade one; Bach's *Fifteen Two Voiced Inventions* and *Three Voiced Inventions*; *Selected Hymns*. Several pieces of sheet music for voice, band and pianoforte have been printed. We have now in press a *Latin-English Lexicon* and *Caesar's Commentaries*.

A supply of new type has been cast, and a second stereotyping machine has been added to the appliances of the printing department. The need of more room has become so imperative that the erection of a new commodious building cannot be much longer postponed.

The Howe Memorial Press exerts a most powerful influence not only in our school and in the homes of its graduates, but in numerous other places throughout the country.

THE INCREASE AND VALUE OF OUR LIBRARY.

The library has received numerous additions during the past year, and has become a great educational source accessible not only to the blind of New England, but to many others, who reside in various parts of the United States. In fact its treasures are open to all those who are in need of them.

The rapid growth of our collection of books and the increased use made of them are among the most encouraging features in the annual story of the progress of the institution and of the wide diffusion of its advantages. Wordsworth says,—

Books are the spirit breathed
By dead men to their kind ;

and the aim of our board is to make it possible for the blind to hold communion with the “loftiest spirits of the mighty dead,” and to put within the reach of every sightless reader the works of the master minds of English and foreign literature.

In order to render our publications accessible to those who may desire to use them, a complete set has been placed in the public library of each of the following cities: Boston, Somerville, New Bedford, Fitchburg, Worcester, Providence, Newport, Hartford, New Haven and Portland, Maine. These collections are increased and replenished from time to time free of charge to the libraries. In one case the

books were accompanied with a complete list in raised characters, so that the blind might read it and make their own choice of reading like other people.

This arrangement proves to be satisfactory and we have already received several letters bearing testimony to its value. Miss Caroline M. Hewins, librarian of the Hartford Public Library, writes as follows:—

Permit me to add my own thanks to the formal acknowledgment which you will receive from the library for your kind gift of books in raised print. Our number of blind readers is increasing, and they enjoy and appreciate the fifty or more volumes which you sent us several years ago. The box which came this morning will be a most welcome addition to our resources.

From a letter of Mr. William E. Foster, librarian of the Providence Public Library, we make the following extract:—

I enclose acknowledgment of the volumes which you have been kind enough to send us,—there having been some delay in unpacking the box.

I wish to take this opportunity to say, that they accomplish a most useful purpose in this library, and you may be interested to know (from the marked portion of the enclosed “Rules and regulations”) how wide a circuit of users they have. We send them by express to the more distant places and they are returned by express.

The section of the rules, to which Mr. Foster refers, reads as follows:

Any blind person, living within the State of Rhode Island, or

within a radius of thirty miles of the city in any direction, is entitled to the use of the library's books in raised letters for the blind.

Various institutions for blind adults, located in New York, Pennsylvania and elsewhere, have been supplied with our books without cost to them, and to many blind persons residing in different sections of the country, who have applied to us for reading matter, never has been given a negative reply.

WORKSHOP FOR ADULTS.

This department has continued to suffer by the depression, which has generally prevailed in business circles, and the balance sheet shows a deficit of \$966.37. This amount is larger by \$669.11 than that recorded in our last annual report.

Each successive year makes the necessity of securing a sufficient amount of work for our men more urgent, and we appeal to the public for an increase of patronage, which will enable us to give employment to a large number of industrious and deserving persons and thus render them self-supporting.

One of the men connected with the workshop, Thomas A. McDonough, died of Bright's disease on the 28th of May last.

DEATH OF MEMBERS OF THE CORPORATION.

During the past year the institution has lost by death twenty-six of its valued and highly esteemed corporate members. The list includes Amos Chafee Barstow, ex-mayor of Providence and one of its most favorite sons and most prominent citizens; Miss H. Louisa Brown, noted for her uprightness and originality, as well as for the fine ideality characteristic of the artistic temperament; Miss Julia Bullock of Providence, one of the contributors to the printing-fund; Joseph Burnett, a man held in high esteem by all who knew him either in business or society,—his old associates have rarely been called upon to mourn a gentler spirit or a more attractive personality; John L. Emmons, an earnest patriot and a true representative of the old school of tried and conscientious business men of Boston; Caleb C. Gilbert, a constant friend and helper of those in need, privation or suffering; Mrs. Elizabeth Henderson Guild, who was a contributor to the kindergarten and whose memory is held in tender respect and regard; George S. Harwood, full of generous deeds and good works; Miss Charlotte Maria Haven of Portsmouth, New Hampshire, than whom benevolence had no truer disciple and the cause of the blind no more devoted friend and generous helper; Mrs. Mary Hemenway, the munificent patroness and noble promoter of many enterprises, educational, scientific and philanthropic, against whose honored and beloved name stands a

long list of good deeds; Mrs. Francis S. Hesseltine of Melrose, who was ever ready to lend a helping hand to the cause of freedom and humanity; Waldo Higginson, a man of high aims and charitable deeds; Hon. Alfred H. Littlefield of Pawtucket, ex-governor of Rhode Island, highly esteemed by all who were privileged to enjoy his acquaintance; Miss Frances M. Mackay of Cambridge, a constant contributor to the funds of the kindergarten and one whose memory will long be dear to many hearts; Rev. James Howard Means, D.D., of Dorchester, who was officially connected with various literary and benevolent societies, and who rendered faithful service to the institution for four years as a member of the board of trustees; George Richard Minot, a well-known merchant, whose generous deeds must have made his life full of happiness; William Minot, one of the most prominent figures in Boston, who enjoyed a reputation of strict integrity and probity and who was intrusted with the management and care of many large estates and held many responsible trusts; Edward Motley, by whose death the blind lost one of their liberal and constant friends and the city one of its noblest sons, whose life was replete with earnestness, goodness and benevolence; John Felt Osgood of Salem, whose fame as a philanthropist and public-spirited citizen was based upon many deeds of charity and true generosity; Francis Parkman, who was so highminded and faithful to duty that "none knew him but to love him or named him but to praise," and

whose place in literature is so exalted that no other American historian has approached him in delicacy, truthfulness and simplicity of style, or has equalled him in the exquisite mastery of details, or in the gifts and qualities which characterize a great author; William Francis Sayles of Pawtucket, R.I., the millionaire manufacturer, who donated a building to Brown University in memory of his son, who died while in college; Mrs. Anne Henrietta Shattuck, a "noble woman nobly planned" who took great pleasure in aiding the cause of the little sightless children; Francis H. Underwood, American consul in Edinburgh, Scotland, and a graceful writer, who will be gratefully and affectionately remembered by the lovers of books as an author, critic and compiler of handbooks of literature; Edwin F. Waters, a man of generous impulses and a regular contributor to the funds of the kindergarten; Hon. Nathaniel Wheeler of Bridgeport, Connecticut, who befriended our school for many years by responding to all appeals for assistance with marked readiness and liberality and whose loss is deeply felt; and Josiah Wheelwright of Roxbury, a man of cultivation and refinement, noted for many acts of kindness and generosity.

CONCLUSION.

In closing this report, it is a great pleasure to be able to state, that the institution is in a very satisfactory condition in all respects. We have reason to

believe, that in the completeness of its appointments, in the breadth of its scope and the comprehensiveness of its purpose, in the adequacy of its equipment, and in the efficiency of its methods of instruction and training, it is worthy of the generosity and intelligence of the citizens of Massachusetts, in whose benevolence and sense of justice it was conceived and brought into existence and by whose liberality it was reared and carried to maturity and fruition.

We still have the good fortune to retain in the service of our sightless wards our director, Mr. Michael Anagnos. It is needless to speak of his fidelity, devotion, sympathy and ability in the work, they have been amply attested by many years of faithful labor, and are recognized by all who know anything of the institution with which he has so long been connected.

All which is respectfully submitted by

EDWARD BROOKS,
WILLIAM ENDICOTT, JR.,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
HENRY MARION HOWE,
EDWARD N. PERKINS,
WILLIAM L. RICHARDSON,
LEVERETT SALTONSTALL,
HENRY STONE,
THOMAS F. TEMPLE,
S. LOTHROP THORNDIKE
GEORGE W. WALES,

Trustees.

THE REPORT OF THE DIRECTOR.

I bring you friends what the years have brought
Since ever men toiled, aspired or thought —
Days for labor and nights for rest :
And I bring you love — a heaven born guest :
Space to work in and work to do,
And faith in that which is pure and true.
Hold me in honor and greet me dear,
And, sooth, you'll find me a happy year.

MARGARET E. SANGSTER.

To the Board of Trustees.

GENTLEMEN: — I beg leave to submit to your consideration the customary report of the director on the workings of the school and on the administration of its affairs.

The members of your board are so familiar with the internal condition of the establishment and with the methods according to which it is managed, that they scarcely need an extensive statement from me for their information.

With the large body of the corporation, however, and with the numerous patrons and friends of the institution, who are concerned for its welfare and progress, the case is entirely different. They have no opportunities for regular visitation and personal examination, and a brief narrative of what has actually occurred, together with such thoughts and observa-

tions as come within the scope of a document of this kind, may be of some service to them.

The year has been free from unusual accidents, calamities and distressing events.

The establishment is quite prosperous in all its concerns. At no period has it been in a more satisfactory condition than it is at present.

The teachers and other officers are as a rule well fitted for their places, and discharge their respective duties with zeal, ability and success.

The pupils are making commendable progress in their studies and other occupations. While unremitting attention is paid to their physical and mental development, equal care is bestowed upon their manual training, moral improvement and æsthetic culture.

The usual course of instruction, to which I have often referred in previous reports, has been steadily pursued. The general domestic arrangements have continued the same as heretofore. The conduct of the scholars has been satisfactory, and order has prevailed everywhere.

ENROLLMENT OF BLIND PERSONS.

You among the store,

One more, most welcome, makes my number more.

SHAKESPEARE.

At the beginning of the financial year under review there were 237 blind persons connected with the in-

stitution in its various departments as pupils, teachers, employés and workmen and women. Since then 33 have been admitted and 36 been discharged, making the total number at present 234. Of these 162 are in the parent school at South Boston, 59 in the kindergarten at Jamaica Plain, and 13 in the industrial department for grown up persons.

The first class includes 147 pupils, 12 teachers and other officers and 3 domestics.

The second class comprises 58 little boys and girls and one teacher; and the third 13 men and women employed in the workshop for adults.

Owing to the transference of 9 little girls from the kindergarten to the cottages in South Boston, the latter are now filled to their utmost capacity and all applicants for admission to that department will have to wait for vacancies to occur during the year.

The educational advantages afforded by the institution are and have been open to all worthy applicants of both sexes without regard to race, color, religious creed or social condition. Those pupils, who after a fair trial, prove to be either deficient in mental capacity or destitute of moral sense, or hopelessly addicted to objectionable and vicious habits, are discharged.

HEALTH OF THE INMATES.

What avail the largest gifts of heaven,
 When drooping health and spirits go amiss?
 How tasteless then whatever can be given!

THOMSON.

It gives me great pleasure to be able to report, that during the past twelve months the general health of the inmates of the institution in all its departments has been exceedingly good. There have been no cases of serious illness, and no death has occurred within our walls; yet we have been called upon to mourn the loss of one of the sweetest and most attractive of the little girls, Henrietta E. Norris. For some months past she had suffered greatly from spinal disease complicated with cerebral affection, and died in the month of November, 1893 at her home in New Hampshire, lamented by her teachers and all who knew her. Another pupil in the girls' department, Josephine Eylward was taken seriously ill with pulmonary consumption, a tendency to which is hereditary in her family. The dread malady developed very rapidly in her case; and as the unfortunate child had reached the last stages of the disease, she was cared for in a private family in the country at the expense of one of the kindest and most benevolent ladies of Boston, Mrs. Elisha Atkins, and finally was removed to the home for consumptives in Dorchester. In the boys' department a single case of pleurisy and one of measles appeared during the

winter, followed by two instances of follicular tonsillitis. With these few exceptions, the health both of boys and the girls has been uniformly excellent.

Since the sanitary condition of the blind, even under the most favorable circumstances, is far below the normal standard, we cannot but deem it of the utmost importance, that nothing should be omitted or overlooked in their training, which would help to improve it. Diet, sleep, exercise, alternation of the hours of work and repose or diversion, all are indispensable to their physical well being and mental vigor, and should be most carefully regulated.

DEPARTMENT OF PHYSICAL EDUCATION.

Ne were the goodly exercises spar'd,
That brace the nerves or make the limbs alert,
And mix elastic force with firmness hard.

THOMSON.

In our curriculum physical education is a coördinate branch with reading, writing, mathematics, history, geography, literature, natural sciences, and music. The fact that it is thus placed in a position of equality with each of the other departments and forms an integral part of the standard by which the character of the pupil is judged and his standing on the school record determined, is its most striking feature as an educational measure.

The course of training pursued in this branch has been carefully and consistently yet broadly and pro-

gressively developed. Its main object is to improve the condition of the body by freeing it from such imperfections as are capable of being remedied or removed, to develop and fortify it, and to render it a fit abode of intelligence, virtue and efficiency.

Bodily health and vigor are as necessary to success in any business pursuit or other undertaking as cleverness, ingenuity and mental endowments. In the field of learning or of artistic excellence constitutional strength and power of endurance and application are indispensable. The demand on the vitality or nervous force of the student is constant and exhausting. Talents alone, however fine they may be, will not win the victory in the grim battle of life without the support of a stout physique. As William Matthews aptly remarks, the axe may be sharp and may be "driven home" with the utmost force; but in order to fell the tree the power of dealing reiterated and prolonged blows is equally needful. In other words the mind may be keen, carefully cultured and full of knowledge and resources; yet in order to achieve great results, it must be capable of sustained effort—of intense and long continued labor.

Regular exercise is one of the principal and most essential requisites, upon which bodily health and vigor are directly dependent. The physical structure cannot be maintained in a sound and prime condition unless it is prevented by constant motion and exertion from lapsing into inertness and sluggishness, with all the evils that follow in their train. Its functions are

seriously deranged and impaired by protracted disuse. If unemployed, they quickly become weak and irregular. Sydenham declared, that he knew not which was the most indispensable to the support of the frame—food or exercise. Dr. Williams in his work on medicine says, that sedentary habits and want of exercise not only predispose to malady but actually cause it. The great Galen observes, that, “if diseases take hold of the body, there is nothing so certain to drive them out as diligent exercise.”

A thorough scientific system of physical training is generally recognized not only as the best and most efficient means for the restoration and preservation of health or for the promotion of strength and vigor, but as the most potent agency for full and complete development of the mental faculties, the sensibilities, the volitions, and the moral and emotional nature. Without it education will fail in accomplishing its greatest ends.

In the case of our pupils whose stamina and vital springs are decidedly inferior to those of seeing youth, it is absolutely impossible to exaggerate the importance of bodily exercise. Indeed this is demanded with tenfold force by the constitutional defects resulting from their infirmity.

Not long ago, while I was passing on a pleasant morning by one of the schoolhouses in our vicinity, I was charmed and deeply impressed with the energy, animation and vivacity exhibited by the scholars. It was just time for their recess, and they were trooping

out of the building with a zest and heartiness that were contagious. Soon the playground was crowded with boys of various sizes and temperaments and transformed into a scene of liveliness and gayety. Motion and activity were the order of the moment. The air was filled with shouts of joy and merriment. There was not a single person in the throng leaning against a fence or standing still in a corner with his face towards the sun, but each and all of them were engaged in games and sports. They were running and leaping, hopping and jumping, shoving and hustling each other, skipping and frisking about with vim and ardor. It was truly delightful and exhilarating to watch their play and frolic and to notice not only the exuberance of their spirits, but the sturdiness of their physique, the erectness of their carriage, the clearness of their complexions, the ruddiness of their cheeks, all telling of soundness and strength, as well as the elasticity of their movements and their merry laughter, the very overflow of good health and vitality. This picture of normal development presents no exceptional features. Examples of the same kind could be seen anywhere. Now compare such models with a group of puny sightless children and youth groping or moving deliberately in the yard of an institution, their faces pale and serious, their heads hanging to one side, their figures stooping while their awkward gait, flattened chests, difficulty in drawing a full breath and their listless expression, give evidence of their physical inferiority, and then say whether a

school for the blind, which does not make it its chief object to remedy as far as it can all these defects and organic weaknesses and to prepare its pupils for physical living in a complete or satisfactory sense, is not a miserable failure?

For these reasons and many more in an institution like ours no necessity is more absolute than that of bodily training. Hence the work of our gymnasium is chief in importance and constitutes the cornerstone in our plan of education. Here the pupils divided into classes are obliged to repair four times a week and to spend three quarters of an hour each day going through a series of gymnastics. These exercises are arranged with great care, and their principal object is to train all parts of the body and produce a perfect balance among them; to bring the greatest possible number of muscles into action; to strengthen the lungs, heart, stomach and the other internal organs; to supply a mild stimulant for the brain and the nerves, and at the same time to educate the mind to control and coördinate the whole voluntary muscular system; to make the pupils easy and graceful in manner and posture and straight in form, and to inspire them with a relish for the school and its duties.

He whom toil has brac'd or manly play,

Has light as air each limb, each thought as clear as day.

It is truly a very great pleasure to me to be able to state, that the desire for bodily exercise is marked among our pupils, and has already shown its good

effects in enlarging the muscles, broadening the shoulders, deepening the chests of the scholars, as well as by promoting manliness, keeping both mind and body fresh and vigorous, quickening the intellects, securing good order and graceful movements in the schoolroom, and exerting a decided and most beneficent influence on every branch of study.

LITERARY DEPARTMENT.

If your work is in the schoolroom,
 Make every lesson tell;
 No matter what you mean to be,
 Build your foundations well.

GOLDEN DAYS.

While the physical welfare of our pupils receives the closest attention, their intellectual and moral culture holds an equally prominent place in our scheme of education.

During the past year the general plan of study has been rearranged and enlarged. There has also been a marked improvement in the character of the work done by the scholars, and they have been more inclined to form regular habits of study.

Steady progress has been made in the effort to improve our methods of instruction and to render them simple, natural and rational. The minds of the pupils have not been encumbered with the stale and vapid rubbish, which is often palmed off upon children as a wealth of knowledge, but which, according

to Schopenhauer's apt remark, becomes no more a part of them than a wooden leg or a wax nose would. They have been developed and trained by proper means and scientific processes.

A new supply of books, apparatus and appliances of various kinds has been obtained, and extensive additions have been made to our educational forces and facilities.

The practice of testing such improvements as promise to be of service and of adopting readily those which prove to have real merit, keeps the path of progress wide open.

The school has started upon the new year with greater numbers than ever before and under auspicious circumstances. There has been but one change in the corps of teachers. Miss Mary Howard, who had rendered good and faithful service in the boys' department for five years, resigned her position on the 1st of January, 1894, and has since married one of our graduates. The vacancy thus created was filled by the appointment of Miss Sarah L. Dinsmore of Lowell. Owing to the growth of our school and the enlargement of its curriculum, the employment of an additional teacher became absolutely necessary, and Miss Edith A. Flagg, a recent graduate of the state normal school in Framingham, was engaged last summer and entered upon her duties at the beginning of the school year.

MUSIC DEPARTMENT.

What passion cannot Music raise and quell?
 When Jubal struck the chorded shell,
 His listening brethren stood around,
 And, wondering, on their faces fell
 To worship that celestial sound:
 Less than a god they thought there could not dwell
 Within the hollow of that shell.
 That spoke so sweetly, and so well.
 What passion cannot Music raise and quell?

DRYDEN.

As it was stated in the last annual report, the department of music has been definitely divided into two sections, entirely separate from each other—one for the boys and the other for the girls. Mr. Thomas Reeves, who is in charge of the former, has written the following sketch of the work, which has been done under his supervision:

The number of boys, who received instruction in the various branches of music, was 58. Of these 45 studied the pianoforte; 3 the violin; 13 the clarinet; 3 the flute, and 12 the various kinds of brass instruments; while in the history of music there were 16 pupils, in harmony and composition 28, and in the juvenile and advanced classes in singing 30.

Satisfactory progress has been made in all these branches.

Of the 45 pupils who took lessons on the pianoforte 4 gave up doing so in the course of the year, because after a fair trial they proved to be deficient both in good ear and in the sense of time.

Landon's pianoforte method, which has been printed in the

Braille musical notation, has been used by the teachers in their elementary work and has proved a great assistance to them.

The classes in harmony and composition have done excellent work. According to our practice, these two studies have been taught simultaneously all the way through. The good results obtained from this method afford ample justification for its adoption. From the outset, improvisation and composition receive due attention and steady encouragement, and those of the scholars, who acquire the art of improvising and composing, become organists.

On the evening before the close of the last school term a musical entertainment was given, consisting entirely of original compositions. Among these were included chorals and anthems for a choir of mixed voices; an overture for the band: solos for violin, clarinet and cornet respectively, and a glee for male voices. Two well written papers on literary subjects were added to the programme, and the performance was greatly enjoyed from beginning to end. The compositions abounded in beautiful harmonies (which in one of the anthems rose to the fugal form) and showed, that their authors had a clear perception of musical form and a knowledge of the use of contrast and climax. This was the first occasion on which an entertainment consisting entirely of original pieces was given and the talent of the students was put to practical test. The results were very gratifying.

Several pupils, who are taking lessons upon the pipe organ, are becoming quite proficient as players of this instrument, and will probably be able to secure suitable situations as organists when they leave the school. In order to render their equipment for this vocation as adequate as possible and to give them all needful practice and experience in the work of accompanying the singers, a choir of mixed voices was organized, consisting of pupils and teachers. An anthem was prepared by this choir in the course of each week and was sung at prayers on Sunday morning, the organist of the day introducing it always with an improvised

voluntary. In this way a repertory of anthems has been obtained, and no fewer than 33 of these were committed to memory by one of the young men. At the same time those of the tenor and bass singers, who are desirous of filling places in church choirs, have been gaining valuable experience.

The members of the class in the history of music have read some of the works of Fillmore, Naumann and Ritter. They have covered the period from the remotest times to the year 1600. Each pupil has written either in Braille or by the typewriter six essays on subjects relating to this epoch, and all these papers are preserved for future reference. The following topics have been studied by the class: *Oriental and ancient music.*—*The first ten centuries of Christian music.*—*From Guido of Arezzo to the supremacy of the Netherlanders.*—*The rise of dramatic music.*—*The beginning of the oratorio.*

One of the young men, Henry R. W. Miles, who had been pursuing a post graduate course in music, left the school at the close of the year, and is now preparing to go to Germany for the purpose of prosecuting his studies further. The programme of the last review recital, which he gave in our hall before his departure, comprised 48 pieces of pianoforte and 21 of organ music. He had studied all these, together with 33 anthems and about 100 hymn tunes, and could play any of them at a moment's notice. In his list there were included 5 of Bach's compositions, 9 of Händel's, 3 of Beethoven's, 8 of Chopin's, 5 of Mendelssohn's, 1 of Schumann's, and in the remaining 38 pieces 33 of the leading modern composers were represented.

Of the work which has been accomplished during the past year in the girls' section of the music department, Miss Mary Phillips Webster, the principal teacher, has furnished the following statement:

We have at present 46 girls who are taking private lessons in one or more branches of music. There are 41 pupils who are

learning to play on the pianoforte, receiving instruction from eight different teachers; 11 are studying vocal music under three different teachers; 2 are learning to play the violin, and one the organ.

The first chorus class has been divided into two sections, consisting respectively of 12 and 19 members. The two classes rehearse together once a week. In addition to this the first division rehearses three times and the second twice a week.

The second class consists of 10 members, and rehearses five times a week. The hymn class meets once a week.

There are three harmony classes, each consisting of 3 members. Two of these classes meet twice a week, and the other once a week.

The class in acoustics comprises 6 members and meets once a week. The normal class, which meets once a week, has 7 members. They are now studying staff notation. Later in the season the class will probably be enlarged and the members of it will be trained as teachers of the pianoforte.

The class in the history of pianoforte music contains 15 members and meets once a week.

Some of the pianoforte pupils are learning to memorize their music directly from the Braille before playing it. Ridley Prentice's course in analysis has been introduced into the pianoforte department. Two of the harmony classes are doing their work away from the instrument, using arithmetic and algebra type.

Pupils who are below the second class in the literary department (except a few who are endowed with special talent) take private lessons in but one branch of instrumental or vocal music. They are taught Braille notation, elementary harmony and analysis in connection with their other lessons in music.

The more advanced scholars study two branches of instrumental or vocal music. They also have lessons in harmony, history, acoustics, staff notation and the art of pianoforte teaching.

Nine new pupils came to us this year from the kindergarten,

some of whom had made an excellent beginning in the study of music.

During the past year five class recitals were given by the students of the pianoforte. One of these recitals consisted of selections from Beethoven's music.

Miss Joslyn, assisted by her teachers, gave a pianoforte and song recital on June 25, with the following programme:

SONATA IN E-flat, Op. 7, *Beethoven.*
(First three movements.)

MISS JOSLYN.

VOCAL DUET. "Love Divine," *Stainer.*
MISS JOSLYN and MR. WANT.

SONG. Spring Song, *Vidal.*
MISS JOSLYN.

PIANO SOLOS. Prophet Bird }
Hunting Song } *Schumann.*
MISS JOSLYN.

SONG. Tell Me My Heart, *Bishop.*
MISS JOSLYN.

VOCAL DUET. Oh that We Two Were Maying.
MISS JOSLYN and MR. WANT.

LAST MOVEMENT OF CONCERTO IN G MINOR, *Mendelssohn.*
MISS JOSLYN.

(Arranged for an orchestral accompaniment on a second pianoforte.)

The use of music arranged for two pianofortes proves to be of great value in advanced work.

It is very desirable that there should be a regular post graduate course in music, extending over three years and including practice in teaching, and that on the successful completion of this course the student should be awarded a diploma testifying to her ability.

It is recommended that no undergraduates shall be allowed to teach for the following reasons : first, because they are not fitted to do so ; and second, because their time should be devoted to study and recreation.

I earnestly hope that some means may be found for placing those who have successfully completed the course in music in a position to prove their ability and power to do good work. May we not ask our friends, the members of the corporation, to help us in this matter ?

I take very great pleasure in reporting, that Mr. George W. Want, the well known and highly esteemed tenor singer, continues to give lessons to our advanced scholars in vocal music with marked success, and to manifest a most earnest interest in their progress, which calls out their best efforts. To him we are also indebted for some very fine concerts, which have been given in our hall by eminent artists.

No less beneficial than the instruction given at the institution itself are the exceptional opportunities with which our students are favored and which enable them to attend various concerts and to hear some of the masterpieces of the great composers interpreted by distinguished performers. For these advantages, which are of the utmost value in the education of the blind of New England, we are under lasting obligations to the generous friends and constant benefactors, whose names will be given in full in the list of acknowledgments.

The second volume of Landon's *Instruction Book*

has been issued by our press in the Braille system of musical notation, and one of our stereotyping machines is now exclusively devoted to the embossing of standard compositions. Too much care cannot be exercised in the selection of the music which is put in permanent form for the use of our pupils. For obvious reasons it is necessary for them to be more particular than seeing students in the choice of the pieces which they learn to play or sing. They should invariably give the preference to classic works, which tend to make lasting impressions of the best and noblest kind, and from which they can gain not merely sensuous pleasure but artistic culture and intellectual enjoyment. They should avoid persistently everything that is trashy and degrading to a refined taste, even if it bears the delusive seal of popular approval and admiration. For in matters of pure art or of literature of a high order the masses, whom the ancient Greeks styled *hoi polloi*, are far from being right judges and safe guides.

During the past year several important additions have been made to the equipment of this department. Two new Chickering pianofortes, one full concert grand and the other an ordinary upright, have been purchased, while the grand piano, which was placed by the same firm in our hall sixteen years ago, has been reconstructed and put in excellent order. Our collection of band instruments has also been replenished.

Great and extensive as are our facilities for the

study and practice of music, they must continue to be steadily increased until our school shall offer to its pupils as good a musical education as can be obtained by the blind anywhere in the world.

TUNING DEPARTMENT.

With rhythmic numbers Horace charmed our ears.
Tuning th' Ausonian lyre to polished verse.

OVID.

The standard of efficiency of this department has been fully sustained under its new manager, Mr. George E. Hart, and its work has been performed with marked success and with results equal to those obtained in former years.

The course of training pursued in this department has been so carefully arranged as to be complete in every detail, and the means and appliances, which are employed in its pursuit are of the best and most approved kind. Our accommodations can hardly be surpassed either in size or in conveniences.

During the past year eighteen pupils have received instruction in tuning. This number could be easily augmented, if the standard of the intellectual, moral and personal qualifications of the applicants for admission to this department were lowered. But we must keep it at any cost where it is. For any concession or lack of vigilance on this point would affect most unfavorably the standing of the blind tuners in the community and prove fatal to the prospect of in-

creasing their business. Our duty is clear, and we must discharge it without fear or favor. We must protect at a reasonable sacrifice of individual aspirations the vital interests of a large class of meritorious and skilful workmen, and, in order to be able to accomplish this successfully, we must keep out of their ranks all such persons as are likely for want of character and proper address to do a vast deal of harm to their fellow sufferers.

Special pains have been taken to teach the pupils to make ordinary repairs on any part of the action of the pianoforte with neatness and accuracy. They manifest a most profound interest in this branch of their trade, and the manual dexterity, which they have gained through their training in sloyd work, proves to be very beneficial.

To the equipment of this department a set of new tools of various kinds has been added, and we are soon to have a model of the action of a pianoforte of recent invention.

MANUAL TRAINING.

To honor each day's task ; to do

With heart and strength whatever befits.

This seems full life and sweet and true.

Content beside the work-bench sits.

JAMES BUKHAM.

Manual training forms one of the principal constituents of our curriculum, and plays a most impor-

tant part in our scheme of education. It tends to secure a symmetrical development of body and mind, and it acts as a tonic upon the moral activities. It fosters energy and promotes the capacity of sustained effort. It awakens, strengthens and develops the will and a large area of the brain. It has a far-reaching social and ethical effect upon the pupils, and exerts a wholesome influence on the work of the school in general. It is a strong ally in the cultivation of the intellectual, inventive and constructive faculties, and gives to the scholars increased power of getting information and adaptability to varying conditions. Finally, it arouses interest in other branches of study by conveying meaning to them, and furnishes the key of the most successful methods of teaching geography, reading, writing, arithmetic, geometry and the natural sciences.

Manual training has been on trial long enough to prove its own merits, and the results already obtained from its practice in one form or another bear such conclusive testimony to its value as to preclude the necessity of further argument in its favor. Yet a few remarks on its recent developments, and especially upon its bearing on the education of the blind, may not be out of place here.

The sense of touch, invaluable though it may be to those who can see, is infinitely more so to the sightless. It is their only means of obtaining information of a clear and positive character, of verifying facts and realizing inferences indicated to them by the

sense of hearing. They depend entirely upon it for perusing books. To them the hand is not only the culminating organ of the expressive and the executive activities of the mind, but the principal promoter of intelligence and the chief mediator between the outer world and the inner,—the bridge which connects the two and brings them into close alliance, into living union. It is through it that our pupils come into their most intimate relations with external objects and learn the properties of the latter, such as size, figure, solidity, motion and smoothness or roughness of surface.

In view of these facts, can we afford to do less than to employ the best and most appropriate means for the cultivation of an instrument, which not only takes upon itself a number of the simpler duties of vision and performs vicariously some of the latter's general functions, but subserves most effectively both the ends and the highest interests of education?

After a careful consideration of the relative value of the different schemes of manual training, and after a thorough examination of the physiological, pedagogical, technical, practical and social results produced by each and all of them, we have decided to hold fast to the sloyd method.

This system is correct in theory as well as in practice, and possesses not a few advantages far surpassing those which can be found in other schemes. Its strongest claim to superiority is based upon the fact, that it is a continuation of the kindergarten system,

keeping pace with the mental, moral and physical needs of the child as they are developed in his growth. It is rational in its methods and purely educational in its character. It teaches how to express thought not in words alone, but in things. It instils a taste for work and inspires respect for rough, honest bodily labor. It combines the analytical and synthetic processes to an admirable degree, and lays stress on the service which it may give to the senses, the intellect, the sensibilities and the will. It strengthens the body and promotes general dexterity. It stimulates observation, application and assiduity, and engenders accuracy and perseverance. It cultivates the power of concentration and a love of order, exactness, cleanliness and economy. It aims to interest the pupil by adapting the exercises to his mental and physical ability by means of careful methodical progression and to lead him on through the years while the brain may be trained by the hand until the former consciously assumes the mastery. The immediate object of sloyd is not skilled labor, but the effect produced by the exercise itself.

Instruction in sloyd begins with special single forms and extends in an uninterrupted series of exercises, arranged according to established pedagogical and physiological principles with reference to educational and practical requirements. In this way the scholars gain distinct ideas, which may be joined together to form a whole. This clearness of conception will be best attained when the learner masters per-

fectly the various tools, each of which represents a particular kind of thought.

Some of the ordinary trades and handicrafts, which were introduced from time to time into the institutions for the blind for utilitarian rather than educational purposes, have been abandoned as unprofitable. Nevertheless several of these have proved to be helpful in enabling a few graduates to eke out their living, and are still in vogue. They continue to occupy a prominent place in the work of our school and are diligently and faithfully taught by competent and skilful instructors. But they are of very little value as compared with sloyd, and they must either yield their place to it or be vitalized and regenerated by it. Nay, the results already obtained through the agency of this system speak most eloquently in its favor and demand with tenfold force that its methods and spirit should be speedily transplanted into every branch of industrial and technical training and form the essence and foundation thereof. Sewing, knitting, crocheting, willow and upholstery work, mattress and basket making, cane-seating and weaving, all should cease to be carried on in a haphazard and machine-like fashion without the remotest reference to cause and effect, and should be rearranged and based on purely progressive principles. Unless this is done and unless existing practices are radically reformed, manual training will remain lifeless and will fail to fulfil its highest purpose and its grandest mission.

Finland, the motherland and nurse of the sloyd

system, is again leading the way in this particular direction. According to an article recently written by that devoted and erudite disciple of Cygnæus, Miss Anna Molander, the sloyd method has been applied to brush-making with marked success, at the school for the blind in Helsingfors, enabling the pupils to make articles that can compete in the market with those imported from Russia. Let us follow this example without hesitation or delay, and in doing so let us bless and cherish the memory of Uno Cygnæus, to whom we are indebted for one of the greatest features and most vital elements of modern pedagogy.

EDITH THOMAS.

May her mind,
In wisdom's paths, true pleasure find,
Grow strong in virtue, rich in truth,
And year by year renew its youth.

MONTGOMERY.

The case of this interesting girl bears convincing testimony to the efficiency and fruitfulness of the system which we pursue in the training of children who are deprived of the faculties of vision and hearing.

Edith is not a brilliant or exceptionally bright child. Her natural endowments rise in no particular above the average, and in some respects they hardly reach even that. She possesses a good stock of common sense, but is not gifted with special talents, nor has she any marked fondness for intellectual exertion;

on the contrary, she is inclined at times to be averse to it. Her memory, although very retentive, is far from being prodigious, nor are her powers of perception and apprehension extraordinarily keen and quick. She is thorough in every branch of her work, but depends upon plodding diligence for the accomplishment of her undertakings.

Notwithstanding these limitations Edith has made remarkable progress during the past two years. She has been improving steadily in every direction and has attained a high degree of physical and mental development. Her letters and compositions, and especially a code of maxims which she has written privately for her own guidance without aid or suggestion from any one, show conclusively, that she has developed an originality and creative ability,—a self-reliant spirit of inquiry and spontaneous mental activity,—which are surprising. Indeed she surpasses in these respects children of uncommon acuteness and great promise.

This happy consummation may be partly ascribed to Edith's own efforts, but it is mainly due to the exact and purely scientific methods, which her teachers follow in her education.

Although Edith's amount of information is not immense, her knowledge is accurate and consistent. It is obtained in a regular and systematic way and not picked up fragmentarily in a hap-hazard fashion. In her case hand, brain and heart are carefully cultivated, and the finer features of her strong nature

are fostered and nourished. By means of this training she is steadily becoming more skilful, attentive, thoughtful, logical and earnest, and the stream of her thoughts grows broader, deeper and richer.

It was a most fortunate thing for Edith that she was placed under the tuition of a set of teachers, whose superiors either in ability and devotion or in fidelity and probity it is hardly possible to find anywhere. These ladies are striving to bring out what is best and noblest in her, and to make a true woman of her, and they would scorn the idea of making a parade of her accomplishments or turning her into a living phonograph in order to attract public attention and notice. They do not encourage her to commit to memory a number of pieces of choice poetry and prose and repeat them glibly on every occasion, nor would they deem anything more contemptible than an attempt to prompt her by touching surreptitiously the palm of her hand to do certain things which would excite wonder and admiration. They teach her to handle and investigate as many objects and to do as much as possible, to examine and think, to seek and discover, to work and persevere, to grasp the roots of several of the subjects under consideration and unfold the possibilities of her nature, and thus to become stronger in intelligence, richer in the knowledge of principles and steadier in purpose. The legitimate results of this training are seen in the harmonious development of Edith's faculties and character.

At my urgent request, one of the teachers in the girls' department who has taken a most active part in the instruction of Edith, Miss Frances S. Marrett, has kindly consented to write again a full statement of how the child has been taught and of what she has accomplished during the past year. In preparing this account Miss Marrett adhered strictly to the facts of the case and has woven them with scrupulous care into a most interesting narrative, which fascinates the reader from beginning to end by its simplicity, its straightforwardness and its absolute truthfulness. Here is Edith's story as told by Miss Marrett.

During the past year Edith Thomas has received instruction in English, reading, arithmetic, geography and gymnastics. She has also spent two hours of each day in the work-room.

LANGUAGE. Her English lessons have consisted of a thorough review of the previous year's work, with the addition of a special study of the verb, the adjective, and the analysis and punctuation of sentences. Practice in the correction of common mistakes, occurring in conversation and written exercises, have formed an important part of her work.

Although Edith's letters and compositions betray frequent violations of familiar rules, relating to the structure and punctuation of sentences, they indicate significant progress in facility of expression. Letter writing is still one of Edith's favorite occupations. Here are a few of the letters which contain accounts of her vacation pleasures.

So. BOSTON, MASS., April 11, 1894.

MY DEAR MISS BURNHAM,— Did you have a nice vacation? I did, my little sister always climbs on my knee and sits in my lap a long time. I have a new baby cousin about three months old. I wish you could see it, it is very cunning, and sweet. I went to see it in vacation and held it in my arms. My little sister, has begun to learn in school arithmetic, reading, and writing. She is coming to take dinner with me some Saturday and stay all the afternoon, I think you shall see her. I am going to let the people see her. Would you like to see her. She is five years old now. I must stop now, so good-bye. Much love from your true friend,

EDITH.

CHICOPEE FALLS, July 22, 1894.

DEAR MOTHER:— I received your letter last Friday night and was very glad to hear from you. Last Tuesday I went to the picnic down the river side. I rode in a small steamboat on the Connecticut river nine miles southward and were almost to the Connecticut state line. The people and children of the Baptist church went to the picnic too, and it took them an hour and a half to get there. I enjoyed the steamboat very much. There were ten flying horses and three sleighs on the river side and swings too. The horses and sleighs were chained together and hung on a ring with iron poles in them so as to hold on when they go around. They were as big as ponies. I rode on the flying horses four times and in a sleigh once. I could feel the band playing while the horses and sleighs were going around. Some of Miss Markham's girls in her Sunday school went with me all round the park and even on the flying horses. There was a rope swing and another all made of wood and one seat big enough for two persons. I swung in both swings. When I started home I put my hand into the Connecticut river. Please give my love to all. And I hope you are well. Very lovingly your daughter,

EDITH THOMAS.

CHICOPEE FALLS, August 8, 1894.

MY DEAR NELLIE:— I received Etta Burk's letter and yours, and was very glad to get both. I got them yesterday before dinner. Tomorrow I am going to the Camps grounds with Miss Markham and spend the day. We had picnics, did not mother tell you about the picnic that I told her about in my letter. I hope so. But I will tell you about the next picnic. I went to Forest-park and took luncheon. There were some animals that would eat me. I walked around the park with Mabel Fay. Then we came to a big cage made of iron, what do you think was in it? There were two black bears in it. They did not get at me. I felt of the iron bars. One bear was in his tree and the other in his hole. And one of those bears was walking and smelling of his paw. There were baby lynxes and golden eagles and many others. I am enjoying myself and having the loveliest time I ever had. I go out in the hammock very often. How is my bird. Tell mother that Miss M. will write to her soon. Please give my love to all.

Lovingly your sister, EDITH.

CHICOPEE FALLS, Aug. 12, 1894.

DEAR MRS. BOWDEN:— I hope you have been having a nice time since you left me. We have been having cool days since last Wednesday. Last Thursday morning Mrs. Fay, Miss Belcher, Miss Markham, Mabel and I went to the camp ground and took our dinner there. When we got there we went into Ruth's tent. I looked all round the tent. It was oblong and four rooms. I walked with Mabel and Ruth on the camp ground. We sat down and enjoyed the cool breeze. It was very shady where we sat. After dinner all of us went to a children's meeting in the New England tent it was a big one with twenty-two poles holding its top. The children were telling Bible stories. I heard what they said. A lady was talking to the children and I too heard what she said to them. She was called Aunt Abby Wood. After the

meeting was over I met a great many people. One of the people asked me if I loved the Lord and I said yes, the young man's name was Mr. Stone that asked me. He asked me if I ever expected to see and I said, when I go to Heaven, yes. There was a great crowd around me. One lady asked me what prayer I said and I told her The Lord's Prayer. Yesterday, in the afternoon, I went to the camp ground with father. When I got there Ruth ran out of the New England tent to meet me. She took me into the tent and sat beside me at my right hand. I saw Aunt Abby Wood there. She was giving cards to the children and me. Some were small with no letters on them, that I could read, some large with letters that I could read. I must tell you about my card. At the top of it was a picture of a man pouring oil on a sick man's head that is called the Good Smaritan. At the side of it were lilies and below the picture it said Do not weary in well doing. I met two ministers. One is Mr. Cross and the other Mr. Sedjeresus. Mr. Sedjeresus asked me if I loved Jesus and I said yes. He asked me to smile for him so I did. I had a letter from Mrs. Gleason and I am going to write her. She sent her love to you. I thank you very much for the Braille papers. I send Helen bushels of kisses and yourself.

Sincerely yours, EDITH M. THOMAS.

HAMPDEN, MASS., Aug. 19, 1894.

MY DEAR MISS BURNHAM:— I should have written to you before you knew I went to Hampden, so you would have sent today paper to Hampden, but I was very very busy dressing dolls and selling them. I came here yesterday afternoon and I rode in a buggy, what a long ride I had I did not get there for a long long time. I enjoyed riding in the buggy very much. I am going to stay with Miss Walker a little while then Miss Bennett, I shall be in Hampden only two weeks. Now I am sitting in the hammock with Miss Walker's niece, but I know her not, under a maple tree.

Her name is Grace. It is lovely on a farm where I am visiting. The grass is all around and I smell it now. I like to be in the country better than in the city. Everything here is strange to me. I went into the barn this morning and swung in a swing there; and husked a corn. It is nice, cool, and shady here. I found rock seats by a tree.

Miss Walker has a dog and a kitten. I have been playing with the kitten, and dog. Kitten's name is Clip. The dog's Don. I shall see you in four or three weeks at school. I am not going to church today. I went up to Miss Bennett's with Grace. The address is as it is at the beginning only it is not the same place I am visiting. You say Care of S. Walker. I am going to Chicopee F. in two weeks and stay one week more then go to my home and get ready for school. You see the days advance very fast. Shall you be glad to get back to school. No, not I. Bushels of kisses for yourself and my love to you. Sincerely yours,

EDITH T. M.

FARM TENT, HAMPDEN, MASS., Aug. 21, 1894.

MY DEAR HOWARD:—It is a beautiful sunny morning and the grass is wet. You cannot imagine where I am out of doors; I will tell you all about it. I am in your tent now and am sitting near the little table. The sun shines upon me a little. I have dusted the webs away and spread a shawl on the sofa. It is warm in the tent. I am visiting Miss Bennett here. Before I came here I stayed with Miss Walker. I am a little matron now in the tent, and callers come to see me. Before I was matron, I was an explorer and looked around in the house and found the West Indies and North America. Last Saturday I sailed, like Columbus, from Chicopee Falls to Springfield and then to Hampden. When I got here I found a dog and a cat. When I have time in the tent I make dancing dolls dresses. Sometimes I play with Lula's dog and when I take anything from him, he jumps after it and catches it. I have a bird's nest hanging in the tent

with oak leaves on it. yesterday morning before I came up here, I dressed Grace, Miss Walker's niece in maple leaves, and she the same to me. We looked like the May Queens. We sat on a seat of rock close to the maple tree and sewed the leaves together with the petioles. I just had a caller, and so I stopped writing and went to open the door. With much love to you,
Truly your friend,

EDITH M. THOMAS.

FARM TENT LAWN, Aug. 21, 1894.

MY DEAR ROSE-BLOSSOM:— I thought I would write you a camp letter. Your niece is visiting me in my little house and is sitting on the sofa and I, in a chair. I have the branch with the nest on it hanging in the tent. I have book, work, and writing on a little table. There is a rocking chair too. I have had many callers and I go to open the doors to let them in. I would like to have you call upon me sometime. I enjoy staying in a tent on the farm. It is a lovely place there, I pinned my winged seeds to the tent, and it looks like a little rosette. I play with Lula's dog and when I take anything away from him, he jumps after it, and catches it. Much love to all, and bushels of kisses to you. Your scholar,

MAYFLOWER E. WHITE.

HAMPDEN, MASS., Aug. 14, 1894.

MY DEAR MISS MARRETT:— It is a long time since you answered my first letter, but I wrote you another. Did you get it? I am afraid I shall not have time to write you four more letters, for I have waited so long. It is four weeks or three more before I see you. I have been away so long. I am having the loveliest time I ever had. I am staying in Hampden with Miss Walker. I came here last Saturday evening. I had a long, long ride, I think about four or five hours, it was a eleven miles ride. I went to stay with Miss Bennett last Monday until Wednesday evening, and I am going again. I shall stay in Hampden two weeks.

I am on a farm. There are farms all along the road. I am sitting in a high load of hay in the barn. There is a swing in the barn too, when you read Queen Hildegarde's holiday do you remember that she swung in the barn. I do. There are cows and horses in the barn. I sit in a hammock under the maple trees and make wreaths of maple leaves and trimming too. I play with Miss Walker's niece, Grace. I have written to twenty-three people this summer. I sit on the lovely grass by the house near the road side. The air here in this country is sweet and fresh, but to me it so strange smelling. I slide down on the load of hay and get hay in my hair. When I was at Miss Bennetts there were five of us her father and Mrs. Knowlton and Lula and myself. Lula has a little dog, Prince. I play with him and last Tuesday I came home with my hand full of cranberries and the little dog jumped into my lap and stole some of my cranberries and again until there was a few left and then Prince stood up in my lap with both paws on my shoulders and he faced to my face and washed it with his tongue and stubbed his nose against my face. It seemed as if he would take my nose, eyes, lips and my ears in his mouth. It looked pretty, but funny enough to make me laugh. Lula could talk with her fingers to me. I had a tent on the lawn near the hammocks. I stayed in it and had callers. Last Wednesday I got dinner in the tent all myself and the whole family came when I rang the little bell. There were only three of us then, Miss Bennett, Mrs. Knowlton and myself. It was like three bears. I waded in the brook with Miss Bennett that day. The brook was very narrow that I kept tumbling side to side. I am going back to Chicopee Falls in two weeks and stay one week more then go to my own home and get ready for school. I was with my sister a week about six weeks or seven weeks ago. Please excuse my bad writing for I am so tired. When I see you at school I will tell you more about my vacation. It is too much to write about. My address is as it is at the beginning. Please give my love to your mother. I remain your scholar,

EDITH M. THOMAS.

Edith has had regular practice in writing compositions and she seems to derive a great deal of pleasure from this form of English work as the following autobiography will show.

Myself.

There is a land where we birds live, and it is called Canary Island.

There are a great many trees in this country for us to build our nests upon.

One beautiful morning when the sun shone brightly, I woke up early and I was the first to sing. My sisters heard me so they sang too. We have lovely times in Canary Island. I have my nest built on an apple-blossom-tree. It is very high and shady. I go flying up the tree to see my friends. "Will you come with us said friends?" So I went with them to see the other trees. "The sky is blue, said I to my friends."

After awhile I laid two eggs in my nests, and began sitting on them to keep them warm. While I waited I heard a song, which a little child sang beneath the tree. By-and-by a ship came to this land, and out of the ship came a man to take us and put us in cages and carry us to another land in the north temperate zone. When we reached there we were put in a store with other birds to be sold. In October some one came into the store and bought me. I was in a nice cage and had some seed and sand taken with me. The eighteenth of October I was taken to a very large building in the evening, and I saw a great many people, and then in a very few minutes I was put down at the feet of a little girl as she was playing games with the others. I suppose she was having a party. Afterwards she was my mistress and she fed me every day and gave me a bath and cleaned my cage. I was very much obliged to her and thanked her for giving me seed, soon I got a name and was called Dick.

The following description of a pleasant vacation experience was written soon after her return to school this autumn.

A Trip up Mount Tom.

One pleasant day in September, Miss Lilley, Miss Markham, and I, went to a place where we could climb a mountain beside the Connecticut River. We took our luncheon with us. There were walls made of rock along the side of the mountain, and there were trees and grass on it too. When we stopped climbing up the mountain we sat down and rested ourselves, and talked to one another. I sat by a tree then and felt some pine needles. We soon started to go farther up the mountain, and as we stopped again Miss Lilley said to me, "The Connecticut River makes a bend here" and she showed me how. I put my foot on something on the mountain, and Miss Lilley said, "It is the slope to the river." I said to her "Is it steep." "Yes very," she replied. It was a mile before we got to the top of the mountain. When we got there we entered into a very large house in which people live who stay on the top of the mountain. The floors were very slippery. After a few minutes we went out and sat on the green grass and began to eat our luncheon. We walked over rocks, and had fun walking over them. I jumped over them in some way. There were so many woods and rocks there, but I thought it a very cool and pleasant place. We saw some animals in cages on the mountain not very large animals. We fed them. There were raccoons, monkeys, and foxes. When I tried to touch the bars of the cage where the raccoons were they put their paws through as to touch my hand, and when I gave one of them something to eat, I felt of his nose. Another one shook paws with me. That raccoon was gentle. I tried to shake hands with monkeys, but they would not let me. Then after all Miss Markham took me to a swing, and I swung in it then fell out. Then we started for home. We climbed

down the mountain and ran. We had a fine time and enjoyed ourselves very much.

During the past year Edith's vocabulary has not been much enlarged; for until a recent date she has not manifested any strong desire to learn the meaning of new words. Some of the words concerning which Edith's curiosity has lately been excited are as follows: yea, verily, obvious, defiant, perplexed, truant, anxiety, sympathy, resolutions, executed, talisman, drawn battle, coronation, festival, velocipede, fanaticism, persecution and catechumen. She has often guessed the meaning of a word from its semblance to another. She asked if passionate did not mean the same as being in a passion, and quickly recognized the significance of the adjective virtuous from its close resemblance to the familiar word virtue. Soon after an explanation of "atheist" she encountered the word heathen in her reading lesson. From the way in which it was used it suggested atheist to her mind and she immediately wished to know if the two words had the same meaning. After a perusal of Whittier's poem "St. Martin's Summer," Edith asked eagerly, "was there really such a person as St. Martin and why did they call him Saint?" Several difficult words occurred in successive sentences of a chapter which Edith was enjoying very much. She stopped to inquire the meaning of the first one of the series; but there was no further questioning. In a few moments, the teacher selected one of the long words and requested Edith to tell her about it. When she had thus proved the child's ignorance, she asked her why she had allowed her fingers to pass over the word without any effort to learn its meaning. "I do not care if I am not very wise," was Edith's prompt and decisive response.

Occasionally it is evident that she avails herself of the first opportunity for the use of newly acquired words as in the sentence, "I rang the bell *twice* or *thrice*." The term "pray" is frequently employed as a preface to a statement of earnest entreaty, in clever imitation of certain characters whose acquaintance Edith has formed in her intercourse with books. An expression of rather mysterious origin quoted in times of special perplexity or desolation is "oh, miserable me!"

Edith knows that there are many languages besides our own, and this fact interests her very much. She has learned a few French words and phrases, and during a recent chat with Helen Keller enjoyed repeating some of them. She discovered that Helen had studied Latin, and soon afterward asked her teacher what kind of people spoke Latin. Then came the earnest question, "how many languages are there that are spoken by people now?" Her teacher named a number of names in response, and as soon as she paused Edith added eagerly, "and Irish, I have read Irish, 'I tuk dawn me hart' [I took down my hat] is Irish."

READING. Edith has continued to derive much pleasure and profit from her association with books. Through them she has been introduced to some of her truest friends who exert a strong influence upon her life. They are merry companions, gentle comforters or wise counsellors according to her needs. Daily practice in reading has constituted an important feature of her school work during the past year, and books have proved a fruitful source of entertainment in her periods of recreation.

During the evening hour which is especially dedicated at the institution to the pleasant diversion which reading affords, one of the teachers has transmitted to Edith's wait-

ing fingers the following popular stories, that are not included in our library of volumes in embossed print;—“Pussy Willow,” “Flipwing the Spy,” “A Summer in a Cañon,” “Eight Cousins,” “Five Little Mice in a Mouse-trap,” “Queen Hildegarde” and “Hildegarde’s Holiday.” “Pussy Willow” is the acknowledged favorite of these books; but Edith enjoyed them all with the exception of “Flipwing the Spy” which is too imaginative in style and plot to elicit and maintain her interest. She grew weary of the long conversations which the animals hold with one another in this story. Unconscious of the beautiful truth of the sympathetic bond which links all of nature’s children together, she could not conceive of the lower creatures as sharing in the joys and sorrows of human experience.

Among many birthday gifts received last October, the one which pleased Edith most was a copy of Mrs. Wiggin’s fascinating story, “A Summer in a Cañon.” Hugging closely the new treasure, she went rapidly from friend to friend claiming the attention of each, with the happy phrase, “my book.” As her fingers formed these letters there was a decided emphasis of the little word indicating the full, rich sense of possession, and she furnished a special index to her joy by adding, “it is the first book I ever owned.” A few days later, she brought the precious volume to the school-house to ask her teacher to read it to her in accordance with the latter’s promise. From the first chapter to the last her interest was earnest and enthusiastic. How could it be otherwise, when surrounding the sparkling charm of the story itself was the halo of joyous ownership?

When “Eight Cousins” was nearly finished Edith exhibited much eagerness to know the names of the book friends to whom she was to be introduced next. She asked excitedly, “are there hundreds of books? Can we count them?”

Various efforts have been made to stimulate Edith's imagination and insure its progressive development; but thus far there has been very little manifestation of this wondrous transforming power. As she listened to a chapter from "Queen Hildegard" Edith's interest suddenly waned when one of the characters began to tell a fairy story. "Do you not like it?" her teacher asked. "Quite well," was the answer. In response to the next query "why not *very* well?" Edith said, with decision, "because I like *true* stories better."

The adventures of little Tom, so graphically narrated by Kingsley in his story of the "Water Babies," failed to arouse in Edith any sympathetic interest because of their mythical form. As a natural consequence of her continued indifference to the charm of the classic tale, she could not derive much benefit from the beautiful moral lessons which it so plainly teaches. Not once in the course of the reading of Kingsley's "Greek Heroes" did her face beam with enthusiastic pleasure; but she refrained from expressing in words her feelings regarding the book, until stimulated to do so by a question concerning the fate of one of the heroes. She did not know the correct answer, and declared her desire to remain in ignorance of it, adding as if to furnish sufficient reason for her emphatic statement, "I do not choose to like 'Greek Heroes.' I do not think they are good stories, and I cannot understand the Greek names." Besides "Water Babies" and "Greek Heroes," Edith has read in class, "Swiss Family Robinson," "Grandfather's Chair," and a few short pieces selected from the school readers. From "Grandfather's Chair" she obtained her first knowledge of events in the early history of our country.

As a result of the pleasant freedom of access to our library of books in embossed print Edith has read nearly

all of the juvenile works which it contains, and has recently sought a diversion for some of her leisure moments in volumes of poetry. Whittier and Tennyson are the authors represented by her first choice. She enjoyed so much the latter's famous cradle song that she committed it to memory. She now has at her command quite a number of favorite poems and she likes to surprise her friends by reciting them. Edith's special fondness for Tennyson's "Bugle Song" may undoubtedly be attributed to her susceptibility to the magic rhythm of this exquisite lyric. She was much interested in a metrical version of the Lord's prayer which she recently found in a hymn book. When she had finished reading it, she remarked, "I wish I had learned to say it that way." One day after a friend had made several unsuccessful attempts to guess the name of a book which Edith had been reading the child sought to render assistance by saying, "it is like verses; but it is not poetry." "Evangeline" was thus suggested to her friend, and when this name was spelled to Edith her glad smile gave quick assurance of the correctness of the answer.

ARITHMETIC. Edith's natural antipathy to arithmetic has occasioned a series of rebellious contests which have been so frequent and so serious as to prevent any definite progress in the acquisition of mathematical knowledge. Early in the past year it became necessary to remove her from the arithmetic class, and arrange for her individual instruction in fundamental principles. It was hoped that she might, at least, acquire proficiency in their application to practical problems. Since this change, the required operations have been exceedingly simple; but Edith has striven in various ways to effect an escape from even so slight an

arithmetical torture. Her usual attitude has been one of rigid stubbornness, and often, five or six hours have elapsed before she has been willing to perform the task assigned her. A suspicion that she is endeavoring by persistent and vigorous resistance to banish the worst enemy of the comfort and happiness of her school life was recently confirmed when she hinted to one of her classmates that she hoped to be allowed to give up arithmetic. Her sentiments in regard to this branch of study were thus frankly expressed, "I do not like arithmetic, and I do not believe it. There is no use in my trying to take an interest in arithmetic, it is not in my nature to."

One day, when Edith would not reason about a problem, but waited for assistance in each step of the operation, her teacher told her that she must decide what to do herself by using her mind; whereupon Edith answered emphatically, "I never did." Upon another occasion, when she manifested the same spirit of dependence, a practical simile proved a magic power to lead her to a point whence she could assume a clear view of the situation. Her teacher said: "If you had a roommate who could not button her boots, would you button them for her every day or teach her to do it?" Edith's response was quick and decisive, "I would teach her to do it," and this thought was the incentive to earnest, independent work for the remainder of the lesson hour. "Do you try to solve your arithmetic problems?" a friend asked Edith. "Almost always," and then, as if prompted by a deepening regard for truth, Edith added, "sometimes I do, and sometimes I do not." "Why not always?" was the next question. "I do not know," Edith answered, "I have no reason. I cannot help it. It is my fault." When she was a member of an arithmetic class, and was working with fractions she clearly demon-

strated her capacity to understand the definitions connected with the subject. Her teacher had always spoken of a fractional number as a collection of fractional units, being careful to use the same words each time to avoid the danger of confusing Edith. One day in a review exercise after having defined a unit, a fraction, and a fractional unit, Edith hesitated a moment in reference to a fractional number, and then said, "a fractional number is made up of equal parts of a unit."

GEOGRAPHY. When Edith was asked, after her first lesson in geography, if she liked the new study, she said, "oh, yes, I think it is lovely," and upon being questioned concerning the cause of her earnest enthusiasm, replied, "because it is so easy."

The lessons for several weeks were, it is true, sufficiently easy and attractive to insure her warmest interest; but it was feared that as the work grew more difficult her ardor would gradually diminish. She has, however, remained loyal to her first conviction, and consequently her work with a few exceptions has been perfectly satisfactory. When she had been a member of the geography class for a period of six months she said, one day, during a conversation with a friend in relation to her studies, "I like geography best of all. I think it is the greatest, because it tells all about God's great world. I think sometimes when I am studying it, that I am seeing the great forests and rivers." The study in itself undoubtedly has a special fascination for Edith, but it must be conceded that the power which has held her attention captive for so long a time, and demanded her best work, is the method by which the grand subject has been presented to her mind. She has always been exceedingly fond of working in clay, and this plastic material has

furnished a medium for the attainment as well as the expression of most of her geographical knowledge. She has literally given shape to her thoughts during the course of nearly every lesson.

The clay ball which she was requested to mould was a most delightful introduction to the wonderful study of "Our World." The equator and its parallels, when drawn upon such a sphere, were not dull abstractions. Their relative positions and significance were easily comprehended, and the exercise of determining the latitude and longitude of various imaginary places was thoroughly enjoyed.

The advent of the map was an occasion of the deepest interest to Edith. Upon its surface, she, for the first time, traced the forms and outlines of the continents and their grand divisions and she quickly learned to distinguish the representations of the smaller divisions of land and of water. She encountered her first real difficulty in a study of the map with reference to the points of the compass. It was a long time before the geographical significance of these cardinal principles of direction was fully understood. When asked to illustrate in clay her knowledge of the natural features of land surface, Edith applied herself to the task with much eagerness, and quickly represented plain, hill, mountain and valley. A comparison with these familiar features was involved in the teacher's description of plateaux and primary and secondary highlands, which Edith soon afterward added to her topographical picture.

In studying the subject of vapor, she learned about the formation of clouds over the Pacific Ocean, and was told that a west wind carried them across the primary highlands where their moisture was gradually dispersed, as they passed over the successive ranges of mountains. Reasoning from this fact, without the assistance of any suggestion,

she drew the conclusion that when the air from the west reached the Atlantic Plain it would be a dry air and that the clouds which form over the Atlantic Ocean would be carried by an east wind across the continent and would deposit most of their moisture on the Appalachian highlands and on the eastern side of the Rocky Mountains. When the wonderful cloud story was first presented to Edith's mind, she seemed possessed with a feeling that she had been suddenly transported into the realm of fancy, and asked with an expression of intense earnestness, "is it a fairy tale?"

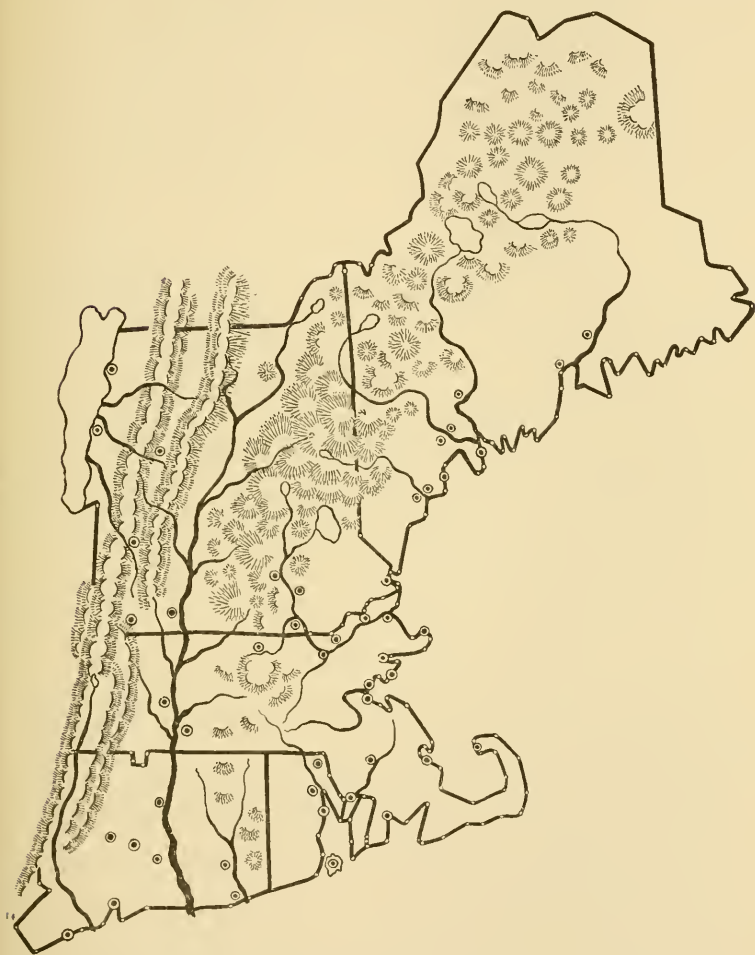
In the special study of North America, Edith made a most satisfactory application of the knowledge gained from her preliminary instruction. When by means of a large outline map, she had become familiar with the distinctive features of the coast, she was required to mould the great mountain and river systems, which she had previously examined upon a map designed by her teacher as a model for this sort of exercise. The accuracy of Edith's observation was first tested by a recitation, through the medium of the manual alphabet, and then, with memory as her only guide, she began her work with clay, which, when completed, presented a fair reproduction of the given model to which it was true in all essential points.

During the study of the different divisions of North America the map-making has been done principally from dictation.

A statement which Edith made to one of her classmates furnishes a key to her success in the art of moulding. She said, while her face was all aglow with enthusiasm, "I like to make pictures in clay." In order to gain a thorough knowledge of the St. Lawrence river system it was necessary for her to represent it in clay several times. One day upon

entering the geography class, she remarked in a jocose manner, "I am quite well acquainted with Mr. St. Lawrence."

The time devoted to the study of the New England states



has constituted the happiest period thus far in her geographical course. She showed unusual excitement, when her teacher placed before her the map of the little group of states with whose names she was already very familiar.

She immediately began a tour of investigation which was pursued with ever increasing interest and delight until the entire territory had been explored. When she discovered Massachusetts, she traced its outline very thoughtfully and then turned to her teacher with the question, "does Massachusetts really look like that?" During a special study of the six interesting states, Edith experienced a new pleasure in locating their principal cities by means of artists' tacks which she could easily press into the surface of her board map.

The map of New England which accompanies this sketch represents Edith's recapitulation in clay of the knowledge which she had gained concerning the important features of the surface and drainage of this group of states, and also the location of the principal cities in the manner mentioned in the preceding sentence. This representation is the result of a thoroughly independent effort. The work which Edith has thus far accomplished in her geographical course is indicated in the following outline.

Study of the earth as a sphere.

Surface of the earth (land and water).

Division of the land into continents, grand divisions, isthmuses, peninsulas and capes.

Division of the sea into oceans, gulfs, bays and straits.

Directions upon the earth's surface applied to a sphere.

Circles: equator, parallels.

Latitude and longitude.

Zones.

Natural features of land surface: plain, hill, mountain, mountain-range, mountain system, valley, plateau, primary and secondary highlands, lowlands.

Principles underlying evaporation and condensation of moisture.

Drainage: river and lake system,—river basins.

North America.	{	Position.
		Coast line.
		Study of primary highlands.
		Position.
		Names of different parts of the systems.
		Study of secondary highlands.
Canada. New England.	{	Lowlands.
		Great river systems.
		Sources dependent upon highlands.
		Position.
		Coast line.
		Surface.
	{	River systems.
		Products.
		Cities.

Toward the close of last year Edith's attention was attracted one day by a book from which Miss Walker had been reading. She immediately wished to know its name. When the words "Our Mutual Friend" were spelled in response to her question, Edith laughed aloud and asked, "is that geography?"

MANUAL TRAINING. The time which Edith has spent in the work room has been employed in a way very creditable to her. She has completed a number of articles in knitting, crocheting, hand and machine sewing. A doll's skirt which she knit as a gift for her dear little sister Josephine was undoubtedly the achievement which gave her the greatest pleasure during the past year. Each stitch represented a sweet bit of affection. The material for this dainty present was in contrast to usual conditions secured with Edith's own money and her pleasure in it was thereby enhanced.

A special triumph of her skill in handiwork is a set of

doll's clothes which she made during a visit at Hampden last summer. The most attractive as well as the most remarkable part of this wardrobe was a jaunty "outing-suit," cut without the aid of any pattern and conforming in every detail to the popular fashion of the season.

CHARACTERISTICS. When Edith returned to school last September, her dignified bearing, in her association with teachers and pupils, was most noticeable because of its marked contrast to her natural buoyancy of temperament. It soon became evident that the sudden change of manner proceeded from an earnest desire that Miss Walker (her new teacher) should not fail to recognize the fact that her new pupil had reached the age at which she would claim the title of "young lady" and the kind of attention which such distinction merited.

A marked peculiarity of Edith's nature is an aversion to change. This trait is so strong that it extends to matters of even the most trifling significance. One day she was much annoyed because her recitation in geography did not immediately follow that of the pupil who sat beside her. When requested to answer questions on the topic which had been assigned to her, her fingers remained motionless. This seemed especially strange because her work in clay demonstrated a perfect knowledge of the subject. She soon offered an explanation by saying, "it is not my turn." Not until she felt convinced of the propriety of the unexpected departure from what she regarded as the established order of things, was she willing to take her share in the recitation of the hour. Upon being requested to change her seat at the dinner table to accommodate some guests, she refused to eat any dinner and was very disagreeable in her manner.

A story which Edith was required to reproduce had to be rewritten seven times owing to repeated signs of carelessness. On the morning when Edith had finally succeeded in writing the story correctly, Miss Walker asked her whether or not she intended to begin the week by doing her work well. "I cannot say," was her answer. When forced to a decisive response, she added, "I am afraid it will not be the truth." Her teacher then said, "you can make it the truth, which shall it be?" Edith considered for a few moments and then replied, "it shall be well." She seems to realize the weakness of her moral nature, and is seldom willing to make definite promises. A characteristic response to a friend's request was "I will try, my promises do not amount to much because I break so many." An incident which affords a beautiful contrast to this usual attitude of caution occurred this autumn. Edith was rejoicing because her deportment record had not been marred by any marks. She said, "I shall try very hard not to have any. I have promised not to have any." When asked whom she had promised, she answered with proud emphasis, "myself!"

A pleasant relief from the monotony of the routine of school life was afforded Edith when several of her friends asked her to instruct them in the use of the Braille type writer. She assumed the rôle of teacher with manifest delight, and reflected with amusing fidelity the distinctive qualities of the persons from whom she had obtained her conception of the character which she portrayed. When one of Edith's pupils was seated before the Braille writer ready for her first lesson, Edith said to her, "you may make A." The response "I do not know how," quickly revealed to Edith the grave error in her system of teaching, and she took refuge in fundamental principles. She explained the keyboard very carefully and then taught her pupil to make

a few of the simplest letters. In the intervals between the lessons, she directed the practice work of her scholars, generally writing upon slips of paper an outline of what she wished them to accomplish before she could again give them personal attention. The following directions are copied from one of the slips prepared for their use. "First make the letters you know, then some words, and after this you can write the sentences, see how many you can write. Be sure to have a good paper." The first group of sentences which Edith composed for the practice work of her little class are as follows :

I have a pansy for you. The cat has two babies. The hen laid three eggs. Tom lost ten cents. I have several dolls. She is sitting by the window. You have broken your mug. My mother is busy. My cat is white.

The slips upon which these sentences were written corresponded in size and shape with those with which Edith had become familiar in her work as a member of the English class. Some of the additional sentences which Edith wrote to be copied for her inspection are given below.

The flowers will be here soon. Those buds will open in a few weeks. I saw twelve cows feeding in the meadow. Here is a glass of water. He had sat in his chair at home. Please pass the nuts to my mother and her children. Etta has brought you some apples. The fox ate two of the mother hen's chickens. The sun shines very brightly this morning, and the birds are singing merrily. We picked some daisies this morning when we went to walk. One day when I went down cellar I found in a basket six baby kittens.

One evening, when a member of Edith's class had practised faithfully the letters a, e, l, and t, she sought to vary

the monotony of the exercise by combining them into words. Edith was much displeased when she observed the result of this daring act of independence, and said emphatically, "do not write words until I tell you to. Now you may review." Ellen submitted willingly to her teacher's command and she was allowed to learn s and i in advance. When she had made these two letters, Edith said: "They are right"; adding, with an evident desire to produce an impression of the necessity of paying explicit regard to her directions, "but you must not make them until I tell you." Ellen's fingers then rested passively on the keyboard for a few moments and during this brief respite from work, she spoke to one of the others in the room. Edith quickly suspected that some such digression had occurred and placing one hand upon Ellen's throat she spelled, with the other, in a manner indicative of special sternness, "to whom are you talking? You must not stop to talk." "Shall I not answer questions?" asked her pupil. "No," Edith replied, "not while you are taking a lesson, it wastes time." A little later, in the course of her instruction, Ellen requested that she might be allowed to write something beside the single letters of the alphabet. Edith said encouragingly, "yes, you may write a letter to your teacher by and by; but you must learn to write words and sentences first."

During the series of lessons which she gave in type writing, Edith occasionally met with the annoyance of dealing with a pupil who did not work to the best of her ability. Edith testifies to such a case in the following words: "Etta did not try hard enough last night to please me and I told her I was sorry she did not do as well as my other pupils. She came to me before breakfast and begged my pardon for being so naughty last night." When Etta came to take her next lesson, Edith said, "I hope you will do

better than you did last week." She examined very critically the first words which appeared on the paper, and finding that they were correctly written, she expressed her approbation by saying joyously : " Good, good, good."

It was a moment of grave responsibility, when three pupils came at the same time under Edith's tuition. Her mental powers were on the alert to meet the demands of the occasion. A Braille type writer with a sheet of paper was placed before each student, and while Edith was engaged in giving directions to Etta, Lily attempted to show Grace how to adjust the paper to her instrument. Edith was quickly aware of the assistance thus rendered, and indicated her disapproval by saying, " no, no, no, I do not want my scholars to help one another. I will tell Grace myself." When order had been restored and the three girls were busily at work, Edith seated herself with a very dignified air, having previously said to each of her pupils, " if you want to speak to me, rap on the table."

Edith's susceptibility to the vibrations produced by sound has been mentioned in previous reports. One day as she was walking in the school yard with a friend she suddenly stopped and said, " some one is playing on the piano, I want to listen." Although at some distance from the room whence the sounds issued, she stood in a most attentive attitude until the music ceased. One morning immediately after Edith was seated in church, she recognized the vibrations of the organ in the voluntary, and those produced by the footsteps of the people who were passing up the long aisles. She turned to her teacher, with the question, " are the people marching?" When told that they were walking to their pews, she asked, " does it disturb us?"

Upon occasions when she has been subjected to discipline of special rigor, Edith's rebellious feelings have often been

strangely exhibited. She was recently deprived of a pleasure expedition on account of a serious misdemeanor. The punishment of remaining at home was received with an unexpected degree of calmness until she learned its full significance. The deprivation of the privilege of association with her companions in the school yard quickly aroused her indignation. She obediently went to her room ; but a few moments later she appeared before her teacher with the statement that she had lost her ring. In reply to the question "where?" she said, "I lost it in my room, because you would not let me go in the yard." Upon another occasion, Edith refused to obey her teacher, and shut herself into her room where she gave full vent to her passion by a succession of violent kicks and screams. When she was at the height of her anger, a dear friend appeared before her, and said, "I have just been reading that when Laura Bridgman was a young girl and did wrong Dr. Howe told her she had a wild beast in her heart and must cage it." Edith spelled out very slowly and emphatically, "I do not believe anything about such things." She was inexorable for some time; but at last when she was told that marks of the wild beast's claws could be seen in her face, she pursed her lips tightly to keep them from relaxing and spelled gently, "I shall roar with laughter and deliver myself." Her friend advised her to do so and she laughed until she trembled with weakness. But she had delivered herself and was ready to obey her teacher.

Frequent instances of a heedless violation of the school rule which forbids running over stairs made it necessary to remind the pupils of its serious import and to state the penalty which its infringement would involve. Edith paid deep attention to this warning as it was interpreted to her by a classmate. Her behavior soon indicated strong feelings of resentment. During the hour devoted to evening reading,

she curbed her rising wrath ; but, soon afterward, when her teacher met her on the stairs and stopped to speak with her, Edith pushed her aside and ran rapidly to the top of the flight. Encountering some one at this point, she suddenly turned and dashed to the foot of the stairway where she stood for a few moments muttering inarticulate sounds and talking vehemently to herself with her fingers. Becoming aware of the approach of a person, she started to run again and finally rushed to her own room. Here in seclusion, she evidently sought relief for her feelings by an attempt to express them in writing. A mysterious bit of manuscript was found near her door early the next morning. The writing betrayed the agitated state of her feelings, but the following words were distinctly legible. "I shall not do anything Miss Bennett told the girls tonight. I can not believe a word of it, any one shall be inspired by hatred if she tells me. I apply abusive epithets I shall I shall run all I want because I can't hear. I shall be furiously angry and dash past before anyone gets me. I dont care anything about it it it is not to my taste." (The phrase "abusive epithets" has been traced to a sentence which occurs in "Little Lord Fauntleroy.") The next morning Edith was perfectly calm and evinced no intention of violating the rule, and but for this scrap of paper and the testimony of the little friend who interpreted it we should never have known from how great a passion she had delivered herself. Later Edith furnished a key to her strange behavior with reference to the imposed restriction by saying, "I can only run when I have my hand on the baluster, the other girls can run in the yard but I do not dare because I can not hear."

One morning when Edith had failed in her lesson she offered this excuse: "It makes my head ache to study." The teacher of the class then said with much seriousness,

"it will make your heart ache to be naughty." "You cannot get inside of me, you cannot see my heart," was the emphatic answer.

When Edith is her brightest and best self, true pleasure is derived from her companionship. A love of fun and frolic is still one of her strong characteristics, and the frequent exhibition of this trait is a source of much entertainment to those with whom she daily associates. One evening she met her teacher in the hall and failed to recognize her, as she wore a gown which Edith had never seen. She put out her hand and quickly spelled "who?" Miss Walker then asked, "who do you think it is?" Her teacher's hand was easily distinguished but with an expression of countenance in which fun and daring were curiously blended, Edith spelled Miss Walker's first name. Her teacher understood her meaning, but replied as if she supposed that Edith had mistaken her for a pupil named Sara Tomlinson. "No," was Edith's denial of this suggestion, "Sara R-e-k-l-a-w." The idea of spelling her teacher's last name backward afforded a refuge to which she resorted without an instant's hesitation.

Last June, at the conclusion of the commencement exercises of our school Edith's dear friend, Lottie, who had acted as her interpreter in a geography exercise that afternoon, went to her own home to spend the night instead of returning to the institution with the other girls. Edith missed her from the supper table, and the next morning when she noticed that her place was still vacant, Edith looked much amused and asked roguishly, "was Lottie left in Boston Theatre?"

Edith thoroughly enjoys a secret, and also likes to give her friends an opportunity to exercise their skill in the art of guessing. A letter recently written to one of her teachers

concluded in this way: "Now I must say good night. Much love from your pupil. Guess My Name."

One morning the matron and the teachers in the cottage, which is Edith's home at the institution, found by their plates at the breakfast table some delicious grapes. Each gift was accompanied by a slip of paper upon which was written a request that the recipient guess the name of the giver.

A pleasing bit of childish fancy is afforded by the following incident. One cold morning when Edith came in from a walk around the school yard, she told her teacher that she had been shaking hands with Jack Frost, and asked if she would like one of the roses which he had given her. At the word "yes," she pressed her cold cheek against her teacher's face saying merrily, "now you have one." Edith enjoys the keen wintry weather, and is glad to be out of doors to receive her full share of the wondrous gifts which the Frost King brings. Last spring, she rejoiced in the possession of a bed of pansies. She took most excellent care of these dear plants and watched eagerly for the appearance of the beautiful blossoms. One day she said to her teacher, "I found six sweet little faces looking up at me this morning." "Shall you give them to six friends?" asked Miss Walker. "No," Edith replied, "they would rather stay together, and it takes them all to make a nice bouquet. I shall give them all to Miss Lilley."

Although Edith performs many acts of generosity, she has not yet reached the point where gifts are always prompted by a pure love of giving. She was asked to join the other students in contributing a little money toward securing for one of the school-rooms a picture of Bryant, which was to be first used in connection with some exercises in recognition of the poet's birthday. She

refused on the ground that the occasion would not be one of special interest to her and that she could not receive any pleasure or benefit from the picture itself.

The affectionate qualities of Edith's disposition are manifested in a great variety of interesting ways. She is exceedingly fond of her little sister Josephine. In describing a greeting from her, Edith said: "She put her arms around my neck and hugged me tight. She is very lovingly." The fact that Josephine has learned to use the manual alphabet is a source of great happiness to Edith. When she returned from the spring vacation which she spent at home, she was full of joy on account of her little sister's first efforts to talk with her. She said: "When Mamma wants me, Josie spells 'come' with her cunning little fingers."

One of the happiest experiences of Edith's visit in Hampden last August was the charming bit of tent life of which she speaks so enthusiastically in some of her letters. It furnished abundant scope for the satisfaction of her domestic tastes in the care of such a delightful abode. She was always inspired to do her best and she proved herself a very capable little housekeeper. She took pleasure in frequently changing the position of the furniture in order that the interior effect might not lose the peculiar fascination which novelty affords. When she was in the tent the fly was closed and fastened that she might have the pleasure of opening it in quick response to the first sign of the presence of callers. A forcible stamp upon the ground constituted her summons to the tent door. A dinner party was the most exciting event in the annals of her tent-life. The table was set with great care. Edith was granted the privilege of selecting from the dining-room of her friend's house the dishes which she wished to use for the important occa-

sion ; but in the assumed rôle of hostess she did not forget that she was in reality a guest, and modestly declined to state her desires in reference to the menu. The only suggestion which she made was that lemonade should be served. When the dinner hour arrived, Edith presided at the table with much ease and grace, and showed hospitable solicitude in her endeavors to satisfy the wants of her guests.

Throughout the entire summer, the greater part of which was spent in Chicopee Falls, Mass., with her generous friend and former teacher, Miss Markham, the days brought a succession of brightest joys to Edith. The vacation is designated in her own words as, "the happiest time of my life." Wherever she went loving friends and sympathetic strangers vied with one another in their efforts to surround her with an atmosphere of pleasure. She spent a part of the time in the midst of sweet country scenes, and thus was brought very close to the great, rich heart of nature from which she learned many wonderful truths.

It is easy to understand how intruding thoughts of school days should have given rise to the following sentiments which Edith expressed in a letter to a friend: "The vacation advances too fast for me so I will have to get a rope and tie it around its neck to keep it back. I feel so restless and not prepared for anything that I have to do at school." A few days before the time came for her to resume her studies for another year she wrote to one of the teachers, and thus referred to her return to the institution: "I shall see you next week. You will hardly know me when you see me for I have grown tall and changed."

CONCLUSION.

But, not to be a troubler of your peace. I will end here.

SHAKESPEARE.

In closing this report I take great pleasure in being able to state, that no effort is spared to keep the institution abreast of the times, and that its work is carried on with unflagging earnestness and vigor.

The corps of officers remains substantially the same as it was last year. Only one change was made at the close of the school term. For reasons relating to her private affairs, Mrs. L. S. Smith, who had presided for nine years over the household of one of the cottages for girls with kindness, fidelity and devotion, declined a reëlection. The vacancy thus created was filled by the appointment of Mrs. Cora L. Gleason, a former employée of the institution, who is perfectly familiar with the requirements of the position and well fitted for it.

With grateful acknowledgments of your uniform kindness towards me and of the favorable consideration which my suggestions and recommendations have received at your hands, and with sincere appreciation of the earnest work of teachers and pupils and of the faithful service rendered by my assistants in their respective departments, this report is

Respectfully submitted by

M. ANAGNOS.

LIST OF PUPILS.

Almy, Lillian.	Kennedy, Nellie A.
Bannon, Alice M.	Kent, Bessie Eva.
Boyle, Matilda J.	Keyes, Teresa J.
Brecker, Virginia R.	Knowlton, Etta F.
Brodie, Mary.	Lord, Amadée.
Brown, Grace L.	Meisel, Ruphina.
Carr, Emma L.	McClintock, Mary.
Carter, Lizzie.	Morgan, Clara.
Caulfield, Elizabeth E.	Morse, Maria T.
Cole, Carrie W.	Murphy, Maria J.
Colyar, Amy H.	Murtha, Mary Ann.
Delesdernier, Corinne.	Newton, Eldora B.
DeLong, Mabel.	Nickles, Harriet A.
Dover, Isabella.	Noble, Annie K.
Duggan, Katie J.	O'Neal, Katie.
Emory, Gertrude E.	Ousley, Emma.
Flaherty, Margaret.	Perry, Ellen.
Fogarty, Margaret M.	Ramsdell, Harriet M.
Foss, Jennie.	Reed, Nellie Edna.
Gaffeny, Catherine.	Rich, Lottie B.
Griffin, Martha.	Ricker, Annie S.
Heap, Myra.	Risser, Mary A.
Higgins, Mary L.	Rock, Ellen L.
Hildreth, Grace.	Roeske, Julia M. B.
Hilgenberg, Johanna.	Saunders, Emma A.
Hoisington, Mary H.	Smith, Florence G.
Howard, Lily B.	Smith, Nellie J.
Joslyn, Edna A.	Snow, Grace Ella.

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|----------------------|------------------------|
| Thomas, Edith M. | Harmon, Everett M. |
| Tierney, Mary E. | Heath, William Edward. |
| Tisdale, Mattie G. | Henley, John. |
| Tomlinson, Sarah E. | Henrich, Jacob. |
| Ulmer, Effie M. | Hill, Henry. |
| Wagner, Grace. | Hogan, George H. |
| Walcott, Etta A. | Irving, Frederick. |
| Warrener, Louisa. | Jackson, Clarence A. |
| Welfoot, Florence E. | Jennings, Harry A. |
| West, Rose A. | Kenyon, Harry C. |
| Wilbur, Carrie M. | Kerner, Isaac. |
| Wilson, Eva C. | Lawton, George. |
| Amadon, Charles H. | Leonard, William. |
| Baker, Frank G. | Leutz, Theodore C. |
| Backman, J. Victor. | Levin, Barnard. |
| Beckman, J. Arthur. | Lynch, William. |
| Black, Charles. | Madsen, John. |
| Bond, Samuel C. | Mannix, Lawrence P. |
| Brinn, Frederick C. | Martello, Antonio. |
| Carney, Frederick. | McCarthy, Daniel. |
| Clark, Frank A. | McCarthy, William. |
| Clark, J. Everett. | McDevitt, Cornelius. |
| Clennan, William T. | McKeown, Thomas. |
| Cook, Royal R. | Messer, William. |
| Corliss, Albert F. | Miller, Reuel E. |
| Dayton, Reuben G. | Mills, George. |
| Devlin, Neil J. | Mozealous, Harry E. |
| Dodge, Wilbur F. | Muldoon, Fred. J. |
| Dutra, Joseph J. | Newton, Wesley E. |
| Ellis, William E. | Nichols, Orville. |
| Forrester, Charles. | O'Connell, John P. |
| Geisler, John H. | O'Donnell, Isidore A. |
| Girard, R. George. | O'Niell, Patrick. |
| Gosselin, Wilfred. | Putnam, Herbert A. |

Rasmussen, Peter A.
Robair, Charles.
Rochford, Francis J.
Rochford, Thomas.
Sabins, Weston G.
Schuerer, Edward.
Sherman, Frank C.
Simpson, William O.
Smalley, Frank H.
Smith, Eugene S.
Sticher, Charles F.
Strout, Herbert A.

Sullivan, Michael.
Tracy, Merle Elliott.
Trask, Willis E.
Tucker, Henry R.
Walsh, Frederick V.
Weaver, Frank V.
Welch, Harry W.
Wenz, Albert J.
Wilkins, James A.
Witham, Perley D.
Wrinne, Owen E.
Younge, William Leon.

ACKNOWLEDGMENTS.

Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors and publishers, for concerts and various musical entertainments, for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, books and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. So far as we know, there is no community in the world, which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

I.—Acknowledgments for Concerts and Operas in the City.

To Mr. Eugene Tompkins, proprietor of the Boston Theatre for a general invitation to an afternoon entertainment by the Denman Thompson Company.

To the Apollo Club, through its secretary, Mr. Arthur Reed, for eight tickets to each of four concerts.

To the Cecilia, through its secretary, Mr. Francis A. Shave, for fourteen tickets to each of three concerts.

To the Williams Lecture Bureau, for twenty-two tickets to a lecture by Dr. Henry Boynton.

To Mr. J. M. Rodocanachi for fifty tickets and car fares to a concert by the Welsh Ladies Choir, Mr. Glass, manager.

To Mr. Virgil for twenty tickets to each of two pianoforte recitals.

To Messrs. Steinert & Sons for five tickets to Miss Gertrude Franklin's song recital.

To Mr. John Orth for twelve tickets to a series of four musicales.

To Mr. E. W. Tyler for twenty-six tickets to a pianoforte recital by Prof. Carl Faelten, and for fourteen tickets to a clarinet recital by Mr. Staat.

To Mr. George W. Want for eight tickets to each of two organ recitals at the New Old South by Dr. Alex. Guilmant.

To Mrs. Elsa Cushing for thirty-two tickets to an afternoon concert.

To Mr. E. Payson Bradley for twenty tickets to a concert at the Phillips Church, South Boston.

To Miss Charlotte Hawes for thirty-four tickets to each of her two lectures given at the Shepard Memorial Church in Cambridge.

To an unknown friend for twenty-five tickets to the Commemoration of the "Boston Tea Party," held in the Old South.

II.—Acknowledgments for Concerts, Lectures and Readings given in our Hall.

For a series of recitals, concerts and lectures given from time to time in the music-hall of the institution, we are greatly indebted to the following artists:—

To the Berkeley and Beacon Quartets,—Mrs. E. Humphrey Allen, Mrs. Frances Dunton Wood, Mrs. Marie Kaula Stone, Mrs. Ella Cleveland Fenderson, Mr. George W. Want, Mr. George J. Parker, Mr. Arthur B. Hitchcock, Mr. D. Marks Babcock and to Miss Agnes Snyder, accompanist, for one concert.

To Mr. H. G. Tucker and members of the Cecilia for one concert.

To Miss Mary P. Webster, Miss Margaret Webster, Mr. George J. Parker, Mr. Julius Akeroyd, Mr. Fox and Mr. Phippen for one concert.

To Mr. and Mrs. William Brigham for one concert.

To Prof. Arlo Bates for a lecture on Chaucer.

To Mrs. Julia Ward Howe for one lecture.

To Mrs. Fred A. Flanders for one reading.

To Rev. Samuel J. Barrows, D.D., for one lecture.

III.—Acknowledgments for Books, Specimens, etc.

For various books, specimens, etc., we are indebted to the following friends:—

To Mr. William H. Huse, Manchester, N.H., Miss S. H. Hooker, the Smithsonian Institution and the Society for Providing Evangelical Literature for the Blind.

IV.—Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines and semi-monthly and weekly papers continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed and perused with interest:—

The N. E. Journal of Education,	. . .	<i>Boston, Mass.</i>
The Atlantic,	. . . . .	“ “
Boston Home Journal,	. . . . .	“ “
Youth's Companion,	. . . . .	“ “
Our Dumb Animals,	. . . . .	“ “
The Christian Register,	. . . . .	“ “
The Musical Record,	. . . . .	“ “
The Folio,	. . . . .	“ “
Littell's Living Age,	. . . . .	“ “
Zion's Herald,	. . . . .	“ “

The Missionary Herald,	. . . . .	<i>Boston, Mass.</i>
The Well-Spring,	. . . . .	" "
Woman's Journal,	. . . . .	" "
The Century,	. . . . .	<i>New York, N.Y.</i>
St. Nicholas,	. . . . .	" " "
The Journal of Speculative Philosophy,	. . . . .	" " "
American Annals of the Deaf,	. . . . .	<i>Washington, D.C.</i>
The Étude,	. . . . .	<i>Philadelphia, Pa.</i>
The Silent Worker,	. . . . .	<i>Inst. for the Deaf-Mutes, Trenton, N.J.</i>
Church's Musical Journal,	. . . . .	<i>Cincinnati, O.</i>
The Music Review,	. . . . .	<i>Chicago, Ill.</i>
The Messenger,	. . . . .	<i>Ala. Academy for the Blind.</i>
Tablet,	. . . . .	<i>West Va. Inst. for Deaf-Mutes and Blind.</i>
The Inst. Herald,	. . . . .	<i>Florida Institute for Deaf-Mutes and Blind.</i>
The Washingtonian,	. . . . .	<i>School for the Deaf, etc., Vancouver.</i>
L' Amico dei Ciechi,	. . . . .	<i>Florence, Italy.</i>

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M ANAGNOS.

EDWARD JACKSON, TREASURER, in account with the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND
for the Year ending Sept. 30, 1894.

RECEIPTS.		EXPENDITURES.	
<i>General Account.</i>			
Balance on hand Oct. 1, 1893,		Drafts for general fund,	\$82,000 00
Income from invested funds,		less unexpended balance returned,	1,577 20
			\$80,422 80
State of Massachusetts,	\$30,000.00	Drafts for printing fund,	5,917 74
" Maine,	3,600.00	less unexpended balance returned,	241 62
" New Hampshire,	1,200.00		
" Vermont,	1,800.00	Drafts for kindergarten fund,	19,531 45
" Connecticut,	5,920.00	less unexpended balance returned,	307 58
" Rhode Island,	3,850.00		
" Massachusetts for the blind wards of the State,	137 47	Paid treasurer for clerk hire,	
for Edith Thomas,	300.00	" safe rent,	
for expenses at the Columbian Exposition,	250 00	" taxes on property in St. Paul under mortgage to the institution,	19,223 87
City of Cambridge, account Daniel McCarthy,	34 40		250 00
Legacy, Joseph K. Wait,	3,000.00		30 00
" Mrs. Matilda B. Richardson,	300.00		1,031 44
Donations,	25.00	<i>Investments.</i>	
Amounts received from M. Anagnos, Director,	4,843 44	Bought 68 shares U.S. Hotel Co.,	10,840 50
		" \$25,000 Fitchburg R.R. bonds, 5 per cent. due 1903,	25,531 25
		Lent on mortgage,	23,000 00
		" mortgage on property in St. Paul,	1,666 31
		Balance of cash with N.E. Trust Co.,	
Sale of books and appliances,			12,181 10
<i>Printing Account.</i>			
<i>Kindergarten Account.</i>			
Donations,	17,897 69		

Donations for new buildings,	2,030.00	
" from Miss Edith Rotch, in memory of Mrs. B. S. Rotch,	5,000.00	
Legacy from Mrs. Richard Perkins,	10,000.00	
" Mrs. Elizabeth W. Gay,	231.19	
Trustee of Tommy Stringer for his board,	700.00	
From his relatives,	50.00	
" Mrs. Jacobson for her son,	100.00	
" Mrs. Dolan for her daughter,	24.00	
" E. R. Brown for his son,	33.33	
" city of Boston for James Lester,	31.20	
" rent of gymnasium,	40.00	
" insurance on account of fire,	262.00	
" rents, Jamaica Plain,	862.32	
" State of Maine,	1,425.00	
" " New Hampshire,	1,425.00	
" " Vermont,	300.00	
" " Connecticut,	3,480.94	
" " Rhode Island,	1,500.00	
	45,392.58	
	35,000.00	
	\$179,853.39	\$179,853.39
<i>Investments.</i>		
From loan on demand collected,		

Examined and found correct.

GEO. L. LOVETT, *A editor.*

GENERAL STATEMENT OF RECEIPTS AND DISBURSEMENTS OF THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, *for the Year ending Sept. 30, 1804.*

RECEIPTS.		EXPENDITURES.	
<i>T. Income.</i>			
State of Massachusetts, appropriation, " account Edith Thomas,	\$30,000.00	Bills paid by the treasurer:	\$250.00
" Maine,	300.00	Clerk hire,	30.00
" " Kindergarten,	\$3,600.00	Taxes on property in St. Paul under mortgage to the institution,	1,031.44
" " " Kindergarten,	1,425.00		
" New Hampshire,	\$1,200.00		
" " Kindergarten,	1,425.00		
" Vermont,	\$1,800.00		
" " Kindergarten,	300.00		
" Connecticut, Kindergarten,	\$5,020.00		
" " " Kindergarten,	3,480.94		
" Rhode Island,	\$3,500.00		
" " Kindergarten,	1,500.00		
States, towns and individuals, Kindergarten,	978.53		
From tuning, small items,	5,350.00		
admission to exhibitions,	1,185.19		
interest on mortgage notes,	6,097.00		
note on demand,	2,308.34		
" N. E. Trust Co.,	1,050.00		
" Chicago, Burlington & Northern R. R.,	150.00		
" Kansas City, Clinton & Springfield,	400.00		
" St. Paul & Manitoba R. R.,	350.00		
" Kansas City, St. Joseph & Council Bluffs R. R.,	540.00		
" Chicago, Burlington & Quincy R. R.,	50.00		
" Boston & Lowell R. R.,			

General Account.		Invested.	
Paid by the director:		Buildings 422-428 Fifth street,	7,301.93
Maintenance,	\$6,912.25	Loss by theft assumed by the institution by vote of the trustees,	716.17
Extraordinary repairs,	751.10		
Taxes, insurance and repairs on buildings let:			
412-416 Fifth street,	\$391.94		
424-428 " "	368.32		
537 Fourth street,	104.74		
541, 513 " "	234.62		
557, 559 " "	321.75		
583-589 " "	58.60		
99, 101 H " "	74.07		
11 Oxford " "	228.20		
8, 10 Hayward place,	725.03		
250, 252 Purchase street,	1,305.42		
172-178 Congress " "	701.76		
205, 207 " "	1,348.65		
		Leveling on unimproved land Fifth street,	6,353.10
		Expense of work department,	3,300.00
		Bills to be refunded,	2,577.99
		Expenses of tuning department,	137.31
		Harris Beneficiaries,	1,137.95
			975.00

\$50,967.66	
2,189.27	
242.24	
62.75	
\$4,405.34	
305.14	

"	Eastern R.R.,	60.00
"	Archison, Topeka & Santa Fé,	68.75
"	Fitchburg R.R.,	520.84
		3,189.59
"	dividends, Boston & Providence R.R.,	300.00
"	Chicago, Burlington & Quincy R.R.,	500.00
"	Fitchburg R.R.,	210.00
"	Boston & Maine R.R.,	186.00
"	Boston & Albany R.R.,	1,184.00
"	United States Hotel Co.,	204.00
		2,584.00
"	rents, 412-416 Fifth street,	1,005.00
"	" 424-428 " " " " " "	1,351.00
"	" 537 " " " " " "	450.00
"	" 544, 543 " " " " " "	980.00
"	" 557, 559 " " " " " "	1,539.67
"	" 583-589 " " " " " "	2,272.50
"	" 99, 101 H " " " " " "	444.00
"	" 11 Oxford " " " " " "	603.00
"	" 8, 10 Hayward place,	4,000.00
"	" 250, 252 Purchase street,	4,290.96
"	" 172-178 Congress " " " "	5,700.00
"	" 205, 207 " " " " " "	3,661.66
"	work department men's shop,	25,706.79
"	rents, Jamaica Plain,	1,562.86
"	sale of books, account of printing,	862.32
		761.19
		102,859.15
		25.00
		24,927.60
		\$127,811.75

Amounts carried forward,

II. Receipts, exclusive of Income.	
General Account.	
Donations,	
Donations, Miss Edith Rotch in memory of Mrs. B. S. Rotch,	
endowment fund,	5,000.00
annual subscriptions through Ladies' Auxiliary,	11,512.86
contributions for current expenses,	5,631.50
" for new buildings,	753.30
	2,030.00
	24,927.60
	\$127,811.75

Kindergarten Account.	
Maintenance,	18,144.08
Expenses on houses let,	321.53
Bills to be refunded,	137.54
Loss by theft assumed by the institution by vote of the trustees,	620.72
	19,223.87
	5,676.12
	61,038.06
	12,151.10

Kindergarten Account.	
Expenses of office and library,	
Investments,	
Bought 68 shares United States Hotel Co.,	10,840.50
" 25 Fitchburg R.R. 5 per cent. Bonds,	25,531.25
Lent on mortgage,	23,000.00
Second mortgage on St. Paul property,	1,666.31
Balance on hand October 1, 1894,	

Printing Account.	
Expenses of office and library,	
Bought 68 shares United States Hotel Co.,	10,840.50
" 25 Fitchburg R.R. 5 per cent. Bonds,	25,531.25
Lent on mortgage,	23,000.00
Second mortgage on St. Paul property,	1,666.31
Balance on hand October 1, 1894,	

GENERAL STATEMENT OF RECEIPTS, ETC.—*Concluded.*

<i>Amounts brought forward,</i>					\$179,853.39
LEGACIES.					
<i>General Account.</i>					
Joseph K. Wait,					
Mrs. Matilda B. Richardson,	3,000.00				
	300.00				
				3,300.00	
<i>Kindergarten Account.</i>					
Mrs. Richard Perkins,	10,000.00				
Mrs. Elizabeth W. Gay,	231.19				
				10,231.19	
Insurance for loss by fire,				262.00	
Collected on loan,				35,000.00	
Cash on hand October 1, 1893,				3,248.45	
				\$179,853.39	\$179,853.39

ANALYSIS OF MAINTENANCE ACCOUNT.

Meats, 33,982 pounds,	\$3,139.36
Fish, 3,818 pounds,	280.21
Butter, 6,078 pounds,	1,648.82
Bread, flour, meal, etc.,	1,248.86
Potatoes and other vegetables,	1,084.18
Fruit, fresh and dried,	566.72
Milk, 32,923 quarts,	1,679.45
Sugar, 9,039 pounds,	468.51
Tea and coffee, 913 pounds,	326.35
Groceries,	1,318.01
Gas and oil,	439.63
Coal and wood,	2,841.78
Sundry articles of consumption,	495.23
Wages, domestic service,	6,602.45
Salaries, superintendence and instruction,	24,701.12
Medicines and medical aid,	28.60
Furniture and bedding,	1,410.03
Clothing and mending,	9.08
Expenses of stable,	173.77
Musical instruments,	1,583.83
Books, stationery, school apparatus, etc.,	1,570.08
Construction and repairs,	2,938.15
Taxes and insurance,	2,120.39
Travelling expenses,	82.31
Sundries,	185.33
	<hr/>
	\$56,942.25

KINDERGARTEN DEPARTMENT, STATEMENT OCT. 1, 1894.

RECEIPTS.		EXPENDITURES.	
For board and tuition, State of Maine,	\$1,425.00	Maintenance,	\$18,144.08
" " " " New Hampshire,	1,425.00	Expense on houses let,	321.53
" " " " Vermont,	300.00	Bills to be refunded,	137.54
" " " " Connecticut,	3,486.94	Loss by theft,	620.72
" " " " Rhode Island,	1,500.00	Invested,	32,000.00
" " " " for Thomas Stringer,	700.00		\$51,223.87
" " " " Guy Jacobson,	100.00	Cash on hand,	6,985.83
" clothing for Thomas Stringer,	50.00		
" sundries from towns and individuals,	128.53		
From rents, Jamaica Plain,	\$9,109.47		
" insurance for loss by fire,	862.32		
Donations, Miss Edith Rotch in memory of Mrs. B. S. Rotch,	262.00		
" endowment fund,	\$5,000.00		
" annual subscriptions through Ladies' Auxiliary,	11,512.80		
" contributions for current expenses,	5,631.50		
" for new buildings,	753.30		
	2,030.00		
	24,927.60		
Legacies, Mrs. Richard Perkins,	\$10,000.00		
" Mrs. Elizabeth W. Gay,	231.19		
	10,231.19		
Income from invested funds,	9,784.06		
Cash on hand Oct. 1, 1893,	3,033.06		
	\$58,209.70		\$58,209.70

PRINTING DEPARTMENT, STATEMENT OCT. 1, 1894.

RECEIPTS.		EXPENDITURES.	
Income from invested funds,	\$6,620.28	Labor,	\$2,296.05
Sale of books and appliances,	761.19	Stock,	105.69
		Machinery,	215.31
		Type,	167.35
		Electrotyping,	833.14
		Binding,	943.85
		Books,	1,077.66
		Express, freight, etc.,	37.07
		Balance,	
			\$5,676.12
			1,705.35
			\$7,381.47

WORK DEPARTMENT, OCT. 1, 1894.

STATEMENT.

Amount due Perkins Institution from first date, . . .		\$45,490.41	
Excess of expenditures over receipts,		995.13	
			<u>\$46,485.54</u>
Salaries and wages paid blind people, . .	\$4,127.65		
Salaries and wages paid seeing people, . .	3,938.95		
Amount paid for rent, repairs, stock and sundries,	9,663.96	\$17,730.56	
Cash received during the year,		16,735.43	
			<u>\$995.13</u>
Stock on hand Oct. 1, 1894,	\$3,088.67		
Receivable bills Oct. 1, 1894,	3,112.44	\$6,201.11	
Stock on hand Oct 1, 1893,	6,172.35	28.76	
Loss,			<u>\$966.37</u>

The following account exhibits the state of the property as entered upon the books of the institution Oct. 1, 1894.

<i>Real Estate yielding Income.</i>		
Building 8 and 10 Hayward place, . . .	\$51,000.00	
Building 250 and 252 Purchase street, .	44,000.00	
Building 172 and 178 Congress street, .	77,000.00	
Building 205 and 207 Congress street, .	59,000.00	
House 11 Oxford street,	8,000.00	
Houses 412, 414, 416 Fifth street, . . .	9,300.00	
House 424 Fifth street,	3,700.00	
Houses 426, 428 Fifth street	11,600.00	
House 537 Fourth street,	4,500.00	
Houses 541, 543 Fourth street,	9,000.00	
Houses 557, 559 Fourth street,	15,100.00	
Houses 583, 585, 587, 589 Fourth street, .	19,900.00	
Houses 99 and 101 H street,	3,500.00	\$315,600.00
<i>Real Estate used by the Institution.</i>		
Real estate Broadway and Fourth street,	\$288,378.00	
House 418 Fifth street,	3,100.00	
House 422 Fifth street,	3,700.00	\$295,178.00
<i>Real Estate used for School Purposes.</i>		
Jamaica Plain, . . . . .	. . . . .	140,634.00
Unimproved land South Boston, . . . . .	. . . . .	11,525.00
Mortgage notes, . . . . .	. . . . .	170,666.31
<i>Railroad Stock.</i>		
Boston & Providence R.R., 30 shares, value,	5,790.00	
Fitchburg R.R., preferred, 70 shares, value,	6,222.20	
Chicago, Burlington & Quincy R.R., 100 shares, value,	13,708.04	
Boston & Maine R.R., 31 shares, value, .	3,938.96	
Boston & Albany R.R., 148 shares, value,	29,933.00	59,592.20
<i>Railroad Bonds.</i>		
Eastern R.R., one 6% bond, value, . . .	\$1,270.00	
Boston & Lowell R.R., one 5% bond, value,	1,000.00	
Chicago, Burlington & Quincy R.R., 27 4s, value,	26,190.00	
Chicago, Burlington & Northern R.R., 14 5s, value,	14,416.88	
<i>Amounts carried forward,</i>	\$42,876.88	\$993,195.51

<i>Amounts brought forward.</i>	\$42,876.88	\$993,195.51
Kansas City, St. Joseph & Council Bluffs R.R., 5 7s, value,	6,375.00	
St. Paul, Minnesota & Manitoba R.R., 10 4s, value,	8,800.00	
Kansas City, Clinton & Springfield R.R., 3 5s, value,	3,051.25	
Atchison, Topeka & Santa Fé R.R., 13 4s, value,	11,470.50	
Atchison, Topeka & Santa Fé R.R., 5 4s, 2d mortgage, value,	3,850.00	
Fitchburg R.R., 25 5s, value,	25,531.25	101,954.88
60 shares United States Hotel Co.,		10,840.50
Cash,		12,181.10
Household furniture, South Boston,	17,000.00	
Household furniture, Jamaica Plain,	10,000.00	27,000.00
Provisions and supplies, South Boston,	691.43	
Provisions and supplies, Jamaica Plain,	250.00	941.43
Coal, South Boston,	2,231.00	
Coal, Jamaica Plain,	1,363.75	3,594.75
<i>Work Department.</i>		
Stock,	\$3,088.67	
Receivable bills,	3,112.44	6,201.11
<i>Musical Department.</i>		
One large organ,	\$4,000.00	
Four small organs,	200.00	
Fifty-nine pianos,	10,900.00	
Band instruments,	600.00	
Violins,	35.00	
Musical library,	1,075.00	16,810.00
<i>Printing Department.</i>		
Stock and machinery,	\$3,697.00	
Books,	18,116.00	
Electrotype plates,	18,949.00	40,762.00
School furniture and apparatus,		9,000.00
Library of books in common print,	4,427.00	
Library of books in embossed print,	15,474.00	19,901.00
Boys' shop,		397.55
Stable and tools,		708.00
		\$1,243,487.83

The foregoing property represents the following funds and balances, and is answerable for the same:—

INSTITUTION FUNDS.

General fund of the institution,	\$115,439.72	
Harris fund,	80,000.00	
Richard Perkins fund,	20,000.00	
Charlotte B. Richardson legacy,	40,507.00	
John N. Dix legacy,	10,000.00	
Joseph Scholfield legacy,	2,500.00	
Mrs. Eleanor J. W. Baker legacy,	2,500.00	
T. O. H. P. Burnham legacy,	5,000.00	
Joseph K. Wait legacy,	3,000.00	
Mrs. Matilda B. Richardson legacy,	300.00	\$279,246.72
Cash in the treasury,		5,195.27

PRINTING FUND.

Capital,	\$108,500.00	
Surplus for building purposes,	36,907.17	145,407.17

KINDERGARTEN FUNDS.

Helen C. Bradlee fund,	\$40,000.00	
Mrs. George W. Wales fund,	10,000.00	
Mrs. Warren B. Potter fund,	25,000.00	
Mrs. William Appleton fund,	9,700.00	
Sidney Bartlett legacy,	10,000.00	
George Downs legacy,	3,000.00	
Mary Williams legacy,	5,000.00	
Elisha T. Loring legacy,	5,000.00	
Ellen M. Gifford legacy,	5,000.00	
Joseph Scholfield legacy,	3,000.00	
Mrs. Eleanor J. W. Baker legacy,	2,500.00	
Mrs. Lucy A. Dwight legacy,	4,000.00	
Royal W. Turner legacy,	3,000.00	
Mrs. Eliza B. Seymour legacy,	5,000.00	
Mrs. Elizabeth W. Gay legacy,	7,931.00	
Mary H. Watson,	100.00	
Miss Sarah Bradford,	100.00	
Miss Rebecca Salisbury,	200.00	
Mrs. Benjamin S. Rotch fund,	8,000.00	
Mrs. Richard Perkins legacy,	10,000.00	
Funds from other donations,	77,469.00	234,000.00
Cash in the treasury,		6,985.83
Buildings, unimproved real estate, and personal property in use of the institution, South Boston,		420,405.09
Land, buildings and personal property in use of the kindergarten, Jamaica Plain,		152,247.75
		\$1,243,487.83

Whole amount of property belonging to the kindergarten,	\$393,233.58
Whole amount of property belonging to the institution proper.	850,254.25
	\$1,243,487.83

LIST OF EMBOSSED BOOKS

PRINTED AT THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR
THE BLIND, BOSTON, 1894.

TITLE OF BOOK.	No. of Vols.	Price per Set.
JUVENILE BOOKS.		
Alcott, Louisa M. Little Women,	3	—
Andersen, Hans. Stories and Tales,	1	\$3.00
Arabian Nights, six Selections by Samuel Eliot,	1	3 00
Burnett, Frances H. Little Lord Fauntleroy,	1	3.00
Child's First Book,	1	.40
" Second Book,	1	.40
" Third Book,	1	.40
" Fourth Book,	1	.40
" Fifth Book,	1	.40
" Sixth Book,	1	.40
" Seventh Book,	1	.40
Children's Fairy Book, arranged by M. Anagnos,	1	2 50
Chittenden, L. E. The Sleeping Sentinel,	1	.25
Coolidge, Susan. What Katy Did,	1	2.50
Eclectic Primer,	1	.40
Ewing, J. H. The Story of a Short Life,	1	2.00
Greene, Homer. The Blind Brother,	1	2.00
Hale, Rev. E. E. The Man without a Country,	1	.50
Harte, Bret. The Queen of the Pirate Isle,	1	.40
Heidi, translated from the German by Mrs. Brooks,	2	5.00
Kingsley, Charles. Greek Heroes,	1	2.50
Kingsley, Charles. Water Babies,	1	2.50
Little Ones' Story Book,	1	.40
Poulsson, Emilie. Bible Stories in Bible Language,	1	3.00
Poulsson, Emilie. Stories for Little Readers,	1	.40
Richards, Laura E. Captain January, and other stories,	1	1.50
Sewell, A. Black Beauty,	1	3.00
Standard Braille Primer, revised,	1	.50
Turner's First Reader,	1	.40
Twelve Popular Tales, selected by H. C. Lodge,	1	2.00
Wiggin, Kate D. The Story of Patsy,	1	.50
Wiggin, Kate D. A Christmas Dinner,	1	.40
Youth's Library, Volume 1,	1	1.25
" " " 2,	1	1.25
" " " 3,	1	1.25

TITLE OF BOOK.	No. of Vols.	Price per Set.
Youth's Library, Volume 4,	1	\$1.25
" " " 5,	1	1.25
" " " 6,	1	1.25
" " " 7,	1	1.25
" " " 8,	1	1.25
Script and point alphabet sheets, per hundred,	—	5.00

GENERAL LITERATURE.

American Prose,	2	6.00
Cooke, Rose Terry. The Deacon's Week,	1	.25
Dickens, Charles. Christmas Carol, with extracts from "Pickwick Papers,"	1	3.00
Dickens, Charles. David Copperfield,	5	15.00
Dickens, Charles. Old Curiosity Shop,	3	12.00
Eliot, George. Adam Bede,	3	9.00
" " Janet's Repentance,	1	3.00
" " Silas Marner,	1	3.50
Emerson, R. W. Essays,	1	3.00
Extracts from British and American Literature,	2	5.00
Goldsmith, Oliver. The Vicar of Wakefield,	1	3.00
Hawthorne, Nathaniel. The Scarlet Letter,	2	5.00
Hawthorne, Nathaniel. Tanglewood Tales,	2	4.00
Johnson, Samuel. Rasselas, Prince of Abyssinia,	1	2.50
Lubbock, Sir John. The Beauties of Nature,	1	2.50
Lytton, Edward Bulwer. The Last Days of Pompeii,	3	9.00
Macaulay, Thomas B. Essays on Milton and Hastings,	1	3.00
Martineau, Harriet. The Peasant and the Prince,	1	3.00
Ruskin, John. Sesame and Lilies,	1	2.50
Scott, Sir Walter. The Talisman,	2	6.00
Scott, Sir Walter. Quentin Durward,	2	6.00

POETRY.

Anagnos, Julia R. Stray Chords,	1	2.00
Bryant, W. C. Poems,	1	3.00
Byron, Lord. Hebrew Melodies and Childe Harold,	1	3.00
Byron, Lord. Poems selected by Matthew Arnold,	1	3.00
Holmes, O. W. Poems,	1	3.00
Longfellow, H. W. Evangeline,	1	2.00
" " Evangeline, and other poems,	1	3.00
" " Hiawatha,	1	2.50
Lowell, J. R. Poems,	1	3.00
Milton. Paradise Lost,	2	5.00
Milton. Paradise Regained, and other poems,	1	3.00
Pope, Alexander. Essay on Man, and other poems,	1	2.50
Scott, Sir Walter. Lay of the Last Minstrel, and other poems,	1	3.00

TITLE OF BOOK.	No. of Vols.	Price per Set.
Shakespeare. King Henry Fifth,	1	\$2.00
“ Merchant of Venice,	1	2.00
“ Romeo and Juliet,	1	2.00
Stratton, H. W. Commemoration Ode,	1	.10
Tennyson, Lord. Idylls of the King,	1	2.50
Tennyson, Lord. In Memoriam, and other poems, . . .	1	3.00
Whittier, J. G. Poems,	2	6.00
Wordsworth, William. Poems,	1	3.00

BIOGRAPHY.

Biographical Sketches, arranged by M. Anagnos, . . .	1	3.00
Biographical Sketch of George Eliot,	1	.25
Memoir of Dr. Samuel G. Howe,	1	3.00

HISTORY.

Constitution of the United States,	1	.40
Dickens, Charles. Child's History of England,	2	6.00
Fiske, John. War of Independence,	1	2.50
Fiske, John. Washington and his Country,	3	9.00
Freeman, Edward A. History of Europe,	1	2.50
Higginson, T. W. Young Folks' History of the United States,	1	3.50
Schmitz, Leonhard. History of Greece,	1	3.00
Schmitz, Leonhard. History of Rome,	1	2.50

RELIGION.

Baxter, Richard. Call to the Unconverted,	1	2.50
Book of Psalms,	1	3.00
Book of Common Prayer,	1	3.00
Hymn Book,	1	2.00
New Testament,	3	7.50
Paley, William. Natural Theology,	1	4.00
Selections from Swedenborg,*	1	—

TEXT BOOKS.

Collar and Daniell's Beginner's Latin Book,	2	5.00
Collar and Daniell's Latin-English Vocabulary,	1	1.50
Cutter's Anatomy, Physiology and Hygiene,	1	3.00
Elementary Arithmetic by Mabel Townsend,	1	.40
Geometrical Diagrams,	1	1.00
Guyot's Geography,	1	3.00
Huxley's Science Primers, Introductory,	1	2.00

TITLE OF BOOK.	No. of Vols.	Price per Set.
"Life and her Children," a Reader of Natural History,	1	\$3.00
Scribner's Geographical Reader,	1	2.50
Wentworth's Grammar-school Arithmetic,	1	3.00

MISCELLANEOUS.

Combe, George. Constitution of Man,	1	4.00
Don't: or, Directions for Conduct and Speech,	1	.50
Handbook of Crochet,	1	.40
Handbook of Knitting,	1	.40
Howe, Dr. S. G. Cyclopædia,	8	32.00
Latin Selections,	1	2.00
Longfellow's Birthday, by Julia R. Anagnos,	1	.25
Most Celebrated Diamonds, translated by Julia R. Anagnos,	1	.50

MUSIC.

BAND INSTRUMENTS.

Arban. Method for the Cornet and Sax-Horn,	1	1.00
Bach. Charles. Twelfth Andante and Waltz,	1	.25
Heinecke. Arrangement of Meyerbeer's Les Huguenots,	1	.60
Heinecke. Arrangement of Potpourri from Weber's Der Freischutz,	1	.50
Lavallee, C. Overture, The Bridal Rose,	1	.75
Meyrelles, M. C. Arrangement of Meyerbeer's Coronation March from Le Prophète,	1	.35
Prendiville, H. Little Rose Waltz,	1	.25
Rollinson, T. H. The Color Guard March,	1	.35
Sponholtz. Peace of Mind,	1	.25
Donizetti. Nocturne from Don Pasquale { sextette }		
Ringleben. Polka Mazurka, { for brass }		
Vaughan, A. H. Arrangement of Schubert's Serenade,	1	.30

PIANOFORTE.

Bach. Gavotte in G minor,	1	.05
Bach. Gavotte, arranged from the Second Violin Sonata,	1	.10
Bargiel. W. Op. 32, No. 1, Idylle,	1	.06
Becht. J. China Astor Mazurka,	1	.05
Beethoven. Sonatina in G,	1	.05
Behr, F. Op. 575, No. 11, Think of Me,	1	.05
Blakeslee. A. C. Op. 9, May Party Dance,	1	.06
Op. 25, Gems of the Evening.		
No. 1, Crystal Fountain Waltz,	1	.05
No. 3. Let's be Gay Mazurka,	1	.05
No. 4, Social Hop Schottische,	1	.05
Burgmüller, F. Op. 100, Studies,	1	.75

TITLE OF BOOK.	No. of Vols.	Price per Set.
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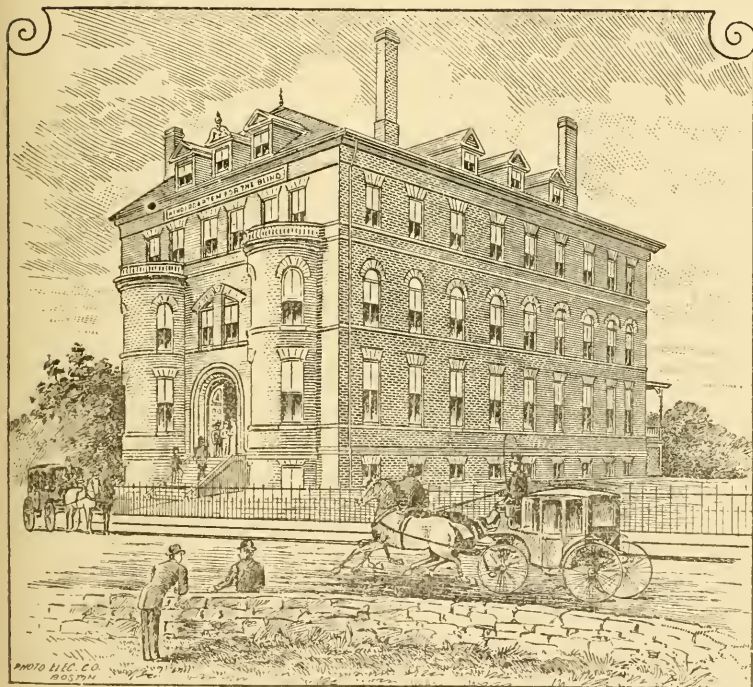
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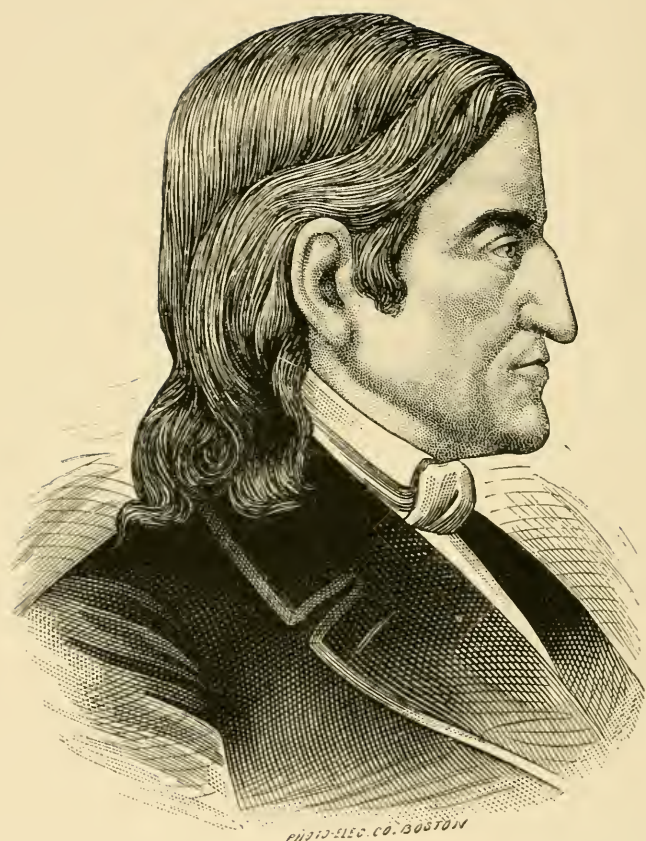
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EIGHTH ANNUAL REPORT
OF THE
KINDERGARTEN FOR THE BLIND

SEPTEMBER 30, 1894



BOSTON
PRESS OF GEO. H. ELLIS
1895



Kommt, lasst uns den Kindern leben.

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GIFTS IN LIFE AS WELL AS IN DEATH.

DEAR FRIEND:—Are you thinking of making your will and of disposing of the whole or a part of your estate for educational and benevolent purposes? If so do not forget the kindergarten for the blind in Jamaica Plain. Pray bear in mind the fact, that this institution is doing a holy work for the needy little sightless children, its object being to mitigate the sad effects of their affliction, to improve their condition physically, intellectually and morally, and to free them from the fetters of helplessness and dependence.

FORM OF BEQUEST.

I give, devise and bequeath to the corporation of the Perkins Institution and Massachusetts School for the Blind, Boston, Mass., for the sole use and benefit of the Kindergarten for the Blind, the sum of dollars.

FORM OF DEVISE OF REAL ESTATE.

I give, devise and bequeath to the corporation of the Perkins Institution and Massachusetts School for the Blind, Boston, Mass., for the sole use and benefit of the Kindergarten for the Blind (here describe the real estate accurately) with full power to sell, mortgage and convey the same, free of all trusts.

The Kindergarten for the Blind is located at the corner of Perkins and Day streets, Jamaica Plain.

The Jamaica Plain electric cars pass within ten rods of the buildings.

KINDERGARTEN FOR THE BLIND.

REPORT OF THE TRUSTEES.

To the Members of the Corporation.

LADIES AND GENTLEMEN:— Our last annual report contained a statement of general principles concerning the kindergarten department which need not be repeated year by year. All that is now required, in addition to the details in the director's report, is a fresh declaration of the importance of the work and of its claims upon public confidence and liberality.

The number of teachers and other officers now in service is 13, that of pupils is 59. As there are always candidates for admission who cannot be received for want of room, it will be seen that the demands upon the kindergarten are very strong. As to the manner in which these demands are met so far as they can be, it is not for us to make any boast, but we are persuaded that the director, matrons and teachers, are all thoroughly competent, and that the plan of training is well devised and well executed. The children who come to us require very delicate handling, and the success constantly attending their education proves its value. Of course we wish to

receive all who need to be received within our walls, and yet we do not regret that we are obliged to move slowly, rather than run the risks of too rapid expansion.

Even to carry on the work as it is involves some perplexity of a financial nature. Our income for current expenses is far from being met by subscriptions or by the interest upon our endowment fund, while the debt incurred in the construction and furnishing of the buildings last erected remains unpaid. It now amounts to \$16,475. We need that much as soon as we can get it, and for annual expenses we need \$5,000 a year over and above our present receipts. These wants, more and more pressing as time goes on, we earnestly commend to the thoughtful consideration of all our friends in the hope that their minds and hearts may devise some means of relief. While deeply grateful for the abundant generosity which has been shown to the kindergarten from its beginning, we are not ashamed to ask for generous gifts to come.

In pleading for the kindergarten and its inmates we are pleading for others, for its visitors, its neighbors, and the community in which it is situated. We know from personal experience, as well as from the testimony of many who have visited the place, that it is full of beneficent influences on all who come, on the young and the old, the seeing as well as those who cannot see, and that there can be very few, men, women or children, who do not draw from an hour

spent among our little children and their teachers, new love for their fellow-beings and new trust in Divine mercy.

THE KINDERGARTEN AT THE ANNUAL FESTIVAL.

No inconsiderable share of the interest which brings together so large an audience on commencement day centres in the kindergarten. The friends of the infant school always anticipate with pleasure the entertainment furnished on this occasion by the little children, whose ready ingenuity and spontaneity give life and meaning to the varied and ingenious kindergarten games. The keen enjoyment of happy childhood was good to see in the aspect of the little pupils seated at a table, at the very front of the stage, where each boy and girl was busy in modelling the clay objects, which were to be used in telling the "wonderful secret."

Meanwhile the principles of sloyd as applied to knitting were exhibited by another group of children. The several steps in the work, beginning with the coarse twine chain and going on through casting on stitches, plain knitting, seaming and ribbing, were explained by each child in turn, whose work could be distinctly seen as it was held up to view. The little girl who was "picking up dropped stitches" stood last in the row of knitters, but her task and the lesson taught were not unimportant.

At the conclusion of this exercise Rev. Edward

A. Horton was introduced to the audience. In an eloquent and cogent address he told the pressing needs of the kindergarten.

ADDRESS OF REV. EDWARD A. HORTON.

MR. PRESIDENT, LADIES AND GENTLEMEN:—Dr. Eliot knows very well that any one of adult rank, any member of the outside deputation who attempts to speak at exercises of this kind will have a very hard task. As you look at these children you are saying to yourselves, “how eloquent! how pathetic! how filled are these exercises with evidences of the beautiful work which is being done in developing these young people!” I must confess that I grew so absorbed in this fascinating programme, I am in the condition of that last child who spoke in the knitting exercise; I forgot what I was going to say, and I am trying to pick up the dropped stitches of my speech.

A social leader of New York, McAllister by name, has recently intimated that the typical citizen of Boston spends most of his time in planning to save money to contribute to or to endow some noble institution. He thought it was a fearful sarcasm; but I believe that every one in this house would be happy to share in that distinction, of which every New Englander might well be proud. It is a noble ambition, and that Boston has such a reputation is a thing to rejoice over. Ever since the Mayflower came to Plymouth it has been the anxiety of the New Englander to promote thrift, prudence, common sense and religious consecration to good works, generation after generation, and to see what might be done to make humanity everywhere better and nobler and more fully panoplied with all the resources and equipment of intellect. We are not born into this world to make our sole object the pursuit of pleasure, often unsatisfactory, or to find out what it means to be in society, to have a good

time, and to devise how we selfishly can get ease and comfort for ourselves.

In Boston, among the many object lessons which are presented to us, I venture to say there is no one occurring annually which is so significant, so filled with human interest, and so appeals to our hearts, as these exercises of the Perkins Institution for the Blind. On these boards have walked a Booth, a Salvini, an Irving, Miss Terry, Barrett, and others of a great line of dramatic performers, whom you will call to mind; but with all the skill they acquired and the marvellous interpretation they put forth, this scene outranks them all in dramatic art. I am not depreciating the drama; I know what we owe to Shakespeare, who depicted as none else the emotions of life, and I am as ready as any one to proffer the laurel crown to those who can give expression to the depths of human experience. But here is tragedy, here is pathos,—at first depressing us, then, afterwards, we rise on the wings of exultation and sound the victorious note, because of what has been achieved by these children, and what they prophesy as to the possibilities of our common nature, even under thralldom.

Tennyson says, if we could pick a flower from the crannied wall and interpret its essence we could understand the great mysteries of life. So, if we could watch the birth of soul in these children, and understand the development of that life in its different phases, we might not only understand how blind children are evolved but how human nature is expanded from the little prophecy in the cradle to the mature beings who take their parts in the great drama of existence.

Let me call your attention to some background of far-lying principles that apply to us all. What does this scene represent today, of which we are all parts,—you the responding audience, these children the quickening impulse, the thrilling actors? This first: America, the United States of this country, largely through the work of Dr. Howe and his school, represents the most ad-

vanced treatment of the blind now known in the world. It is conceded in England and in Germany that we have developed all the higher equipment for the education of blind people, and produced results far beyond those of any other country. We land these graduates in a better social position than any other country; we place them where they can walk, though blind, with head erect and with self-respect. We do not leave them dependent upon the world, but equip them so that they may earn their own subsistence when their school days are over. This is conceded. How does it come about that in this country, with all its newness and crudeness, in the hurly-burly rush of our everyday life, we can stop for tender thoughts and give practical care to our helpless, with so wise a philanthropy as is shown in this institution, and some others as well? Because we believe in humanity; because we follow the example of Jesus; because we run up to the top the flag which signifies that by the people and through the people can the noblest results be achieved along the pathway of civilization. This humanity has picked the discarded from the gutter, from dungeons and from the haunts of poverty, saying, "here is a child of God; let us lift him up and give him a helping hand." Thus we find out whether our Charter of Independence and our Fourth of July oratory have any basis in reality. This spirit of humanity is abroad in the land, and these radiant faces, and the opportunities which are given these children for useful and happy future lives, prove it. They have been taken from various parts of the country; from New York, Pennsylvania, Alabama, Texas and other states; and we have endeavored to emancipate them from their great disadvantage as far as possible, and set them in a field of usefulness. This comes from our belief in the people, not in any arbitrary authority, and this scene is an affirmation of it.

There is another thing I wish you to remember, and these little children, speaking a hundred-fold better than my feeble words can utter it, affirm it: this is coöperative character-making. The

awakening of the souls in these young children is wonderful. It is not what we pour in, but what we draw out, that is the most educational. You touch the knob of an electric reservoir, which is in the midst of the darkness of midnight, and a spark is kindled, — a prophecy of the light which is to come, the day-dawn of reason, imagination and conscience, which is to be consummated in that higher type of education characteristic of our common schools everywhere today.

I have another word: I want you, men and women, who sometimes grow doubtful as to Providence, who are not sure always whether life is rolling forward and upward, to look at these teachers. Look at Mr. Anagnos; recall the example of Dr. Howe. What does it all mean? A patience almost divine; a patience to work and to wait; a patience akin to that of God. During these months and years these teachers and guides have gone through what you would not, one in a thousand of you, deem possible to undertake, — repeating over and over, day after day, their efforts to impress something upon the consciousness of the child; the child forgetting what was taught the day before, until at last there comes a crystallized habit, the companionship and the identity of the teacher and his effort make an impression, which is held, and the point is gained. If you want an illustration of patience, go to the Perkins Institution for the Blind, and you will better understand what they represent here; and then go home and take up the duties of citizenship, and if you are a mother in the household, oh, let these children teach you, and let the teachers who are attending them, teach you this beautiful lesson of patience!

The blind children today, young and older, challenge you and me, they fling down the gauntlet, and they demand that we should be up to the duties of life better than we are. Think how some of these started in life, — destitute of everything possibly, mere castaways, and see what they have accomplished, and what they will work out! Let us recall Prescott, the historian, and remem-

ber his industry and its results; Fawcett, with his indomitable will and energy; Herreschoff with planning vision; recall the memory of Milton, pouring out his great soul in poetry and music; think of deaf Beethoven, creating the marvellous melody to which he could never listen; think of the wonders these men accomplished, hampered as they were. The blind today challenge all who live in luxury. I see children here as spectators, and I think of them as I would of my own, trusting that they may realize their privileges, and that they may fulfil in their day and generation the glorious things that are expected of them.

Now, after all this general talk, I have to make a special application, and Mr. Anagnos, that dear man, wants it more than anything I have said before. He stands one side, his face turned away, that his blushes may be concealed. That man is giving his life as nobly as any one has done in the past for the cause of humanity, and he asks you to help in this great work, and this appeal for the kindergarten is a particular part of this programme, and a very important part.

There are three things that need to be done, and I am sure that you are going to do them somehow. The kindergarten contains seventy children, happy in the new life that is opened to them,—twice the number heretofore admitted; and there are twelve sightless dear children waiting to get in from the outer darkness. Who will take this matter in hand and make it possible for these helpless little ones to be taken in to the light and set forward in the pathway of usefulness? The hard times has affected this institution, as it has laid its fell hand on almost everything. I ask you to help in supplying the balance required for the current expenses in carrying on this work. My friend Mr. Saltonstall has just said to me, "tell the people to back this institution up. They must not wait to draw checks after they have got a big bank account; they must remember that the drops and rills make the stream, and if everybody would do something, would do what he can, a great burden would be lifted."

The second thing to be done is this: that house at Jamaica Plain has a mortgage on it of \$16,500, hanging like a cloud over the place. Who will lift it? \$16,500,—what is that? I believe there are some individuals who wouldn't know it if that sum was taken out of their principal. Why not signalize this day by going home resolved that that burden shall be lifted?

The third thing, a little higher up, Boston or New England would not call anything when convinced that it should be done. An endowment fund of \$100,000 was started sometime ago, of which \$65,000 needs to be raised, in order to meet the running expenses and place the institution on a substantial basis. There is an open door for all of you, young or old, rich or poor, to enter and do something for this noble institution. There are red-letter days in your lives, and you might well make this one of them by helping on the good work.

I thank Mr. Anagnos and the trustees for the opportunity of being here today. The whole year will be lifted up into hope and dignity in consequence of it, and I shall see the spirit of Jesus thus manifested, letting the light in, and letting the light shine so as to glorify our Father in heaven. So may it be for all of us; this scene has in it something that marks a step forward in the triumphs of Christianity. We should regard ourselves happy that we belong to a community that has an Anagnos and a Perkins Institution for the Blind.

Following Mr. Horton's appeal, the poetic story of the pigeons, (which was written for the occasion by Miss Annie Emily Poulsson) was blithely told both in rhyme and song. Tommy Stringer commenced the exercise by showing the egg "so smooth and round." The nest, the mother-bird, the pigeon-house, the barn, the corn-bin, the child "so thoughtful and kind" were represented by the clay models which

had been made so skilfully by the sightless children. The sweet face, framed in golden curls, of Willie Elizabeth Robin was alive with eagerness and animation and her pride and pleasure in taking part with the other children in this exercise, were plainly noticeable.

The intelligent and lively expression of countenance and the graceful gesture each gave charm and meaning to her performance. The story was brought to an end by a game in which a larger number of children took part, some of whom represented the pigeons and showed their motions by means of finger-play, while the rest sang about the birds.

The performance given by the kinder-orchestra has become a feature of these exercises, and the work of the tiny musicians on this occasion was entirely creditable. Two selections were given, one of which, the Christmas Chimes Mazurka, was composed by Miss Cornelia Roeske, the teacher in charge of the boys. Both pieces were played in perfect time and unison, and very effectively.

The music, the game, the song, the story, the sloyd handicraft,—all the play and work combined, proved most convincingly the value of this training for the little sightless children, and the entire exhibition was a most powerful plea for the generous maintenance of the infant school.

TEST OF THE WORK OF THE KINDERGARTEN.

This report concludes the work of seven years. At the end of this period the kindergarten can no longer be regarded as being in its experimental stages. It has gone beyond these, and now it must be judged by its results. The quality of the fruits already produced by it is the best test of its value. Therefore we heartily invite inspection and examination. The doors of the infant institution are wide open at all reasonable hours to our citizens, and those among them who are desirous of ascertaining what has been accomplished or is being done therein for the amelioration of the condition of the blind are most earnestly requested to visit it and witness its operations. We are sure, that while their hearts will be deeply touched by the sight of so many little children living in perfect physical darkness, a feeling of gladness and hope will soon come over them on beholding the successful application of those means of alleviation, which were devised by science, nurtured by faith and put into practice by the generosity of the friends of afflicted humanity.

CLOSING REMARKS.

In taking a retrospective view of the history of our interesting charge during the year just closed, we have ample cause to be greatly pleased with what has been accomplished, and deeply grateful for the

help which has been given to us from various sources. Seldom has the kindergarten been placed under so many obligations by those who have been of practical service to it, whether in the case of the ladies' visiting committee, who look after the health and comfort of the pupils, of the members of the press who have interested themselves to bring the needs of the infant institution before the public, or of the donors and annual subscribers who have come forward with full hands to aid the cause of the little sightless children.

All which is respectfully submitted by

EDWARD BROOKS,
 WILLIAM ENDICOTT, JR.,
 JOSEPH B. GLOVER,
 J. THEODORE HEARD,
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KINDERGARTEN FOR THE BLIND.

EIGHTH ANNUAL REPORT OF THE DIRECTOR.

Calm and tempest, heat and cold,
Light and shadow, sun and shower,
Over and over as seasons unfold,
And out of it grows the beautiful flower.

EMMA C. DOWD.

To the Board of Trustees.

GENTLEMEN: — In submitting to your consideration the eighth annual report of the director on the condition, needs and prospects of the kindergarten, I deem it a great privilege to be able to state at the outset, that the year under review has been marked with a good measure of success and prosperity.

Although we have had to contend with many difficulties arising from the financial depression which has prevailed in the community, or incident to new and untried enterprises, our work has been prosecuted with great vigor and with excellent results.

There has been a steady and striking improvement in the intelligence, appearance, disposition and manners of the children. As the flowers unfold amid sunshine and showers, so have these little human

plants developed under the healthy and genial influences of the infant institution.

We have every reason to be thankful for what has been done in furtherance of our enterprise and to rejoice in the fact, that the interest manifested by the most humane and benevolent citizens of Massachusetts in the cause of the little sightless children is unabated.

APPEAL FOR ANNUAL SUBSCRIPTIONS.

The perfect life is his who graves
 Upon the tablets of his mind.
 Each hour, some lofty, grand endeavor
 To make better his kind.

PRESTON.

Nearly two years ago, when the new buildings of the kindergarten were ready for occupancy, the little girls were moved to their present quarters, and a second household was formed, equal in size and similar in requirements and appointments to the first. Since that time the enrolment of children has been nearly doubled, the number of teachers and other officers has been raised from 5 to 13, the supply of materials for daily use has been greatly enlarged, and as a consequence the current expenses amount to just twice as much now as they did two years ago.

Owing to the rapid growth of the infant institution, the load of the financial responsibility had already become oppressive at the beginning of the past year, and since then unforeseen circumstances conspired to

render it still more so. During 1894 the kindergarten, in common with other institutions, felt the hard times most severely. Several of the constant friends and generous helpers of the little blind children passed away suddenly, the contributions and donations fell off steadily, the revenue from some of the investments diminished speedily, and there was no prospect of realizing through gifts and bequests a sum of money sufficient to meet all demands.

This state of things was anything but satisfactory. The outlook seemed to be dismal in every direction. The danger of a deficit at the end of the year confronted us in the fulness of its terrors, and our anxiety became extreme lest the debt incurred for the erection and equipment of the new buildings should be enlarged.

Finding ourselves on the brink of a serious financial plight, we prepared an earnest appeal and published it at once in all the leading newspapers. It was also printed in the form of a leaflet and mailed to thousands of persons. Mrs. Louis Agassiz, the worthy heir to the sweet spirit of benevolence which led her grandfather, Col. Perkins, to become the first munificent benefactor of the blind in America, sent a brief but urgent circular to the annual subscribers in Cambridge asking them to renew their contributions. Miss Olga E. Gardner, the treasurer of the ladies' auxiliary society, attended diligently to the duties of her office, and Mrs. Lucy B. Haven of Lynn, Mrs. Elizabeth S. Whitten and Mrs. C. A. Sayward

of Dorchester, Mrs. William Wood of Milton, Mrs. Abby F. Day of Worcester, and Mrs. E. T. Ingraham of Wellesley, all kind friends of the kindergarten, spared no pains in bringing its wants to the notice of as many of the best families in their respective districts as possible.

As a result, there has been a notable increase in the annual subscriptions during the past year, the total amount having been raised from \$3,574.57 to \$5,631.50. This was a most encouraging achievement, for which we are devoutly grateful. To one and all of the many generous givers who responded readily to our request and relieved us from imminent embarrassment we extend our warmest thanks and most cordial acknowledgments.

But, although our horizon is brighter now than it has been, threatening clouds are still in view. The regular sources of revenue, instead of increasing, have been most seriously lessening. The income of the present year, compared with that of the last one, will fall short by at least \$5,000. Meanwhile the number of little blind children residing in Massachusetts has been so enlarged as to make it impossible for us to receive private pupils from outside of our state who are able to defray the actual cost of their board and tuition.

This is a situation calculated to cause extreme uneasiness. We deem it our duty to make its gravity known to the friends of the kindergarten and to the community at large. We sound no false note of

alarm, nor do we paint the picture a shade darker than it really is. We give the facts just as they are. We are striving to hold the current expenses at the lowest possible figure consistent with the health of the children and the thoroughness of their education. In spite of all difficulties and obstacles we must maintain and even augment the efficiency of the ministry of the infant institution. We cannot take a backward step. Forward we must go, be the risk what it may. We have no choice in the matter. We must not falter for want of means.

But onward, upward, till the goal we win.

In order that the blessed work of the kindergarten may go on in its integrity without the least interruption until the endowment fund is completed and a solid financial foundation secured, an increase in the number of the annual contributors is indispensable. Indeed there is no escape from our perplexities and no assurances of steady progress without it. Hence we are compelled to ask for further assistance, for new subscribers. Our call is earnestly addressed to all philanthropic and tender-hearted persons, but it is directed with special emphasis to you, fathers and mothers, whose sons and daughters not only are in full possession of their faculties, but have the pure wheat and the sweet waters of life in plenitude and are favored with the enjoyment of many advantages, comforts and pleasures. The case of the little sight-

less children, for whom we bespeak your generosity, is entirely different from that of all others.

These hapless little human plants are shrouded from infancy in a ceaseless gloom that has settled down like a thick sullen shadow upon them. They live in everlasting night from the cradle to the grave. No human power can restore their sight. To them all is, and will ever be,—

Dark, dark, dark, amid the blaze of noon,
Irrevocably dark, total eclipse.
Without all hope of day.

A sable curtain is drawn around them, and their horizon is completely veiled. The outer world, with its countless images of beauty and sublimity and with its marvellous sources of knowledge and inspiration, is a "blank of sadness" to them. Not for them are the grandeur of nature and the glory of art, nor the colors of the flowers, nor the plumage of the birds, nor the brightness of the firmament. They are isolated by their infirmity, and, if left to themselves, degenerate through idleness and run the risk of falling victims to an intellectual blight that often approaches closely to feebleness of mind. In some instances they are not only oppressed by extreme poverty, but are constantly exposed to unhealthy and deleterious influences, which hinder their normal development and stunt their physical, intellectual and moral growth.

O suffering, sad humanity,
 O ye afflicted ones, who lie
 Steeped to the lips in misery.

The deliverance of these hapless children from the clutches of woe, and their future welfare depends wholly upon a broad rational education. To them this is not merely an accomplishment or a luxury, but a veritable necessity. It is the only sure means of emancipating them from the bondage of an appalling calamity. It is the spark that will kindle in them the aspiration for self-helpfulness and the ambition for self-improvement and guidance. It is the Aladdin's lamp that will illumine their pathway and will lead them out of the shadow of affliction into the sunlight of activity and happiness, the lever that will raise them in the scale of humanity, the passport that will introduce them into the society of their fellowmen.

Plunged into a sea of ills, these puny and weakly little figures stretch their hands toward the shore calling for a life boat. Will their petition be allowed to prove as ineffective as a cry in the wilderness? They turn their pale and wan faces toward you, fortunate parents, whose offspring are hale and "greatly blessed with every blooming grace," and beseech you in doleful accents of supplication,—

Save us! Save us! woe surrounds us,
 Little knowledge sore confounds us;
 Life is but a lingering death.

Are you going to fortify yourselves behind the walls of continued hard times and turn a deaf ear to the appeal of these unfortunates? They implore you to provide for them a plank wherewith to cross the river of their affliction, to land at the shore of self-reliance and to enter upon a career of activity and usefulness. Will you dismiss their request with a cold denial? They beg of you in the name of mercy, to roll away for them the ponderous stone that closes the entrance of the sepulchre in which their humble talents are entombed, so that these may be vivified by exposure to air and shower and sun and bring forth blossoms. They ask you for nothing less than what is to them the veritable bread of life. Can it be possible that such a piteous and pathetic plea will receive no heed from you, generous men and women of Boston and high-minded citizens of Massachusetts, so liberal in aiding every sufferer,—

So just, so generous to all distressed
Whoever, or wherever they may be?

I do not believe that this is possible; at any rate, I trust not. The instincts of humanity, the promptings of benevolence, the dictates of wisdom, and the experiences of the past, all combine to strengthen me in the belief that a ready and abundant response will be accorded to this appeal, and that the kindergarten will be adequately supported and enabled to fulfil its gracious mission.

THE ENDOWMENT FUND IS STILL INCOMPLETE.

The sum of \$58,500 is needed for its completion.

Wie schränkt sich Welt und Himmel ein,
Wenn unser Herz in seinen Schranken banget!

GOETHE.

The picture of anxiety, which the greatest and most learned of German poets draws in these lines, is so familiar to those of us, who are deeply concerned about the financial condition of the kindergarten and the permanence of its usefulness, that we can bear testimony to its absolute correctness. We know from personal experience "how heaven and earth seem to contract when our heart frets within its barriers," and how depressing and dispiriting are the effects of perplexity.

We have every reason to be very thankful for what the kindergarten is doing and for the constant enlargement of the field of its work. But while we rejoice at the steady advancement of the infant institution and at the abundance of the blessings which it confers upon the little sightless children of New England, we are not free from uneasiness and worriment in regard to its future destiny and to the continuance of its beneficent ministrations without interruption or degeneracy. On the contrary we are extremely solicitous about these matters, and we have real reasons and not imaginary ones for our anxiety, the two principal and most weighty of which are, first, the insuffi-

ciency of the endowment fund; and second, the slowness which characterizes its completion.

This fund is of the utmost importance to the life and development of the kindergarten. It is the vital sap of its growth and the anchor of its safety. It is the solid rock upon which alone it can rest securely as on a firm foundation and on which its very existence depends. Only an adequate endowment can furnish the little school with the motive power of its progress and with the main stay of its perpetuity. Until we obtain this safeguard we cannot free ourselves from a feeling of insecurity, nor from black visions of apprehension as to the future.

The total amount of money, which has been added to the permanent fund during the past twelve months, is \$11,500, and the balance which still remains to be obtained for its completion, is \$58,500.

In order to raise this sum we are again compelled to appeal to the public with all the earnestness that we can command, and with the most eager hope, that our plea in behalf of the little blind children may touch a responsive chord in the tender hearts of many of our benevolent and liberal-minded citizens.

The importance of the endowment fund has been repeatedly shown in these reports, and has been fully realized by a large number of cordial sympathizers and public-spirited men and women. These have contributed generously to the fund, and have labored zealously for its completion. Yet there are many others, who are favorably disposed toward our enter-

prise, and who would undoubtedly have their hearts warmed to deeds of beneficence, could they see the helpless little ones, who appeal powerfully though unconsciously to all beholders, and should they obtain a clear knowledge of the work actually done at the kindergarten.

Has not the time come for us to begin a systematic canvass for soliciting funds and to try with all possible diligence to enlist in the cause of the little blind children the active interest of those, who can be of service to it?

If the stanch friends and stout champions of the kindergarten should take concerted action, it will undoubtedly be productive of substantial results and will pave the way to the accomplishment of its highest purposes. Emerson says:—

One thing is for ever good :
That one thing is success.

This precious boon of success, so greatly valued by the sage of Concord, and which according to Smiles "treads on the heels of every right effort," is by no means beyond our reach. Verily we are not very far from it; but unless we put forth our best energies we cannot possibly win it. We must continue to labor for it with a patient, persisting and unyielding enthusiasm, unwearied by toil, undeterred by drudgery, undaunted by disappointments. We must not be appalled at the sight of the immense difficulties

which we have to encounter. The greater these are, the higher our spirit must rise to meet and overcome them. If it be necessary for us to try to move heaven and earth for the purpose of insuring the perpetuity of a little paradise, in which scores of blind children live on the fruits of kindness and parental care and thrive physically, intellectually and morally, let us not hesitate to do this. Let us determine to summon to our help all our forces and resources, and they will come.

Still shine the grand heavens o'erhead,
Whence the voice of an angel thrills clear on the soul:
"Gird about thee thine armor, press on to the goal."

By earnest appeals and unremitting striving we will finally succeed in building and endowing an institution, which will be a perennial source of good to the blind, a psalm of praise to the benevolence of Boston and a noble monument to the liberality of Massachusetts.

WHO WILL HELP US TO WIPE OUT THE DEBT?

The amount of \$16,475 remains still unpaid.

Methinks, he should the sooner pay the debts.

SHAKESPEARE.

The debt incurred two years ago for the erection and equipment of the new buildings is still pressing grievously upon us. There has been but very little progress made towards its discharge.

One of the friends of the kindergarten, the late Henry Saltonstall, volunteered to contribute \$2,000 towards the removal of this troublesome burden provided the trustees would undertake to raise the balance. As the requisite number of donors could not be secured within the prescribed time, the offer was forfeited; but Mr. Saltonstall sent in lieu of the sum mentioned a chèque of \$1,000 towards the payment of the debt. Later on he ascertained from our treasurer, Mr. Edward Jackson, the corporate name of the institution with a view of leaving a bequest to it, but he died before his intention was put into a concrete form.

A second donation of \$1,000 was received for the same purpose from one of the earliest helpers and constant benefactors of the blind, Mrs. J. Huntington Wolcott. To this benevolent lady we owe a tribute of lasting gratitude for many kindly and generous deeds. When we were struggling to obtain the necessary funds for the purchase of a lot of land and the erection of the first building, it was this beloved friend of the little sightless children, who came voluntarily to our assistance, and who, in addition to her own liberal contributions, raised the sum of \$4,613 by means of a fair, which was held in the drawing rooms of her mansion in Beacon street.

Through these donations and a few small contributions, the amount of the debt, which remains unprovided for, has been reduced from \$18,500 to \$16,475.

It is needless to repeat the statement made twelve

months ago, that this burden is too heavy to be carried for an indefinite period of time, and we ought not to be allowed to go through another year with such a ponderous load resting upon us. It hangs like a murky cloud over the kindergarten, and is a hindrance to its growth and a standing menace to its prosperity. By absorbing nearly eight hundred dollars per annum in the form of interest, it preys unsparingly upon our revenue,—which has already suffered marked shrinkage and is far from being sufficient to cover current expenses,—and increases the gravity of the financial condition of the infant institution. Freed from this debt, the kindergarten will make more rapid progress and may be expected to fulfil without drawback its sacred and beneficent mission.

May we hope, that a strenuous and systematic effort will be made for the speedy removal of this incubus?

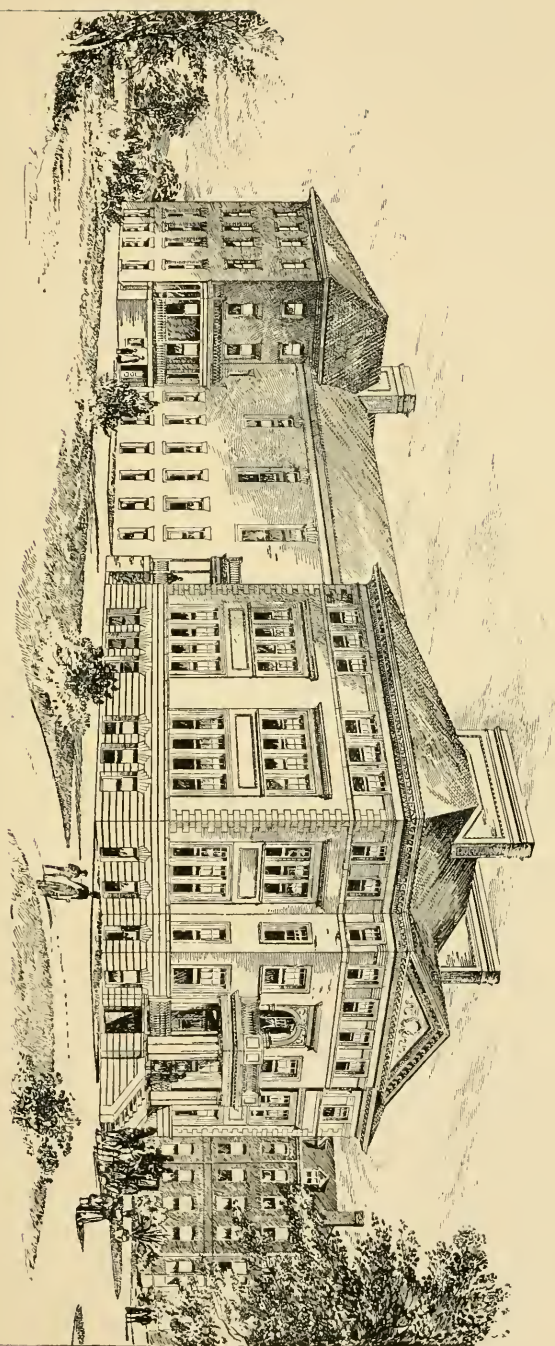
Who will help to relieve us from it?

INCOMPLETENESS OF THE MAIN BUILDING.

Build on and make your castles high and fair.

LONGFELLOW.

The auspicious hope of finishing the main building, which has been fervently expressed in previous reports, has not yet “ended in joy.” Its realization has again been deferred. No steps have been taken for the consummation of a wish, which has for some



MAIN BUILDING OF THE KINDERGARTEN FOR THE BLIND. (As it will appear when completed.)

time past been uppermost in the hearts of the friends of the kindergarten. No regular effort has been made to obtain the necessary funds for the construction of a building, without which the reorganization and readjustment of the scheme of the education of the blind on a broader and more comprehensive basis is impossible.

The necessity of the completion of this edifice is too obvious to need demonstration. It is this structure that will supply more than all the others the needful force for the invigoration, development and expansion of the infant institution, and give to it life, power, impulse and the means of growth.

Is it expecting too much to hope, that the matter will soon attract the attention and enlist the interest of some wealthy persons, who will undertake to pay the cost of carrying out the excellent plans, which have already been prepared with great care and good taste by an able and skilful architect, Mr. Walter R. Forbush, and which are now ready for use?

Buildings of various kinds are constantly presented to all sorts and grades of educational institutions for seeing children and youth. Why should not the like spirit of munificence be shown toward the sightless?

Thus far no message of encouragement nor order to proceed with the work of building has been sent to us. Nevertheless we cannot but hope that sooner or later some of the tender-hearted friends and generous benefactors of the blind will combine together and supply the means for the erection and equipment

of an edifice, which will be an enduring monument to themselves and a magnificent temple to humanity.

AUXILIARY SOCIETY IN WORCESTER.

Saints will aid if men will call :

For the blue sky bends over all.

COLERIDGE.

In the early spring of 1894, Mrs. M. F. Pratt, together with a few other ladies of Worcester, Massachusetts, became interested in the kindergarten and expressed a wish to see something of the work of the infant school. These philanthropic women were desirous of arousing in the mind of the public an interest similar to their own and further, to take such steps toward this end as would result eventually in promoting the welfare of the infant institution.

To advance this two-fold object the Worcester Woman's Club, an organization of four hundred members, took the matter in charge and proposed that an exhibition should be given under its auspices, by the little blind children. The invitation which was subsequently extended to the kindergarten was readily accepted, and the date of the entertainment was fixed for Wednesday, April 4th.

The day proved to be unpropitious,—snow alternating with rain in a very disagreeable manner. But, notwithstanding the inclemency of the weather the twenty-four children with their teachers found an audience filling Memorial Hall to overflowing and

made up of the most intelligent and cultured citizens of Worcester.

The entertainment lasted only an hour and included readings from books in raised print, poetical recitations and music both vocal and instrumental. The audience proved to be not only in full sympathy with the young performers, whose sad misfortune lent pathos to the scene, but also most pleasantly enthusiastic over each of the various exercises. The tiny musicians in the kinder-orchestra were heartily applauded as was also the musical exercise which consisted in naming the notes and chords struck upon the piano by the teacher. Other musical numbers on the programme were duos for piano and violin, and a chorus sung by the girls of the primary class. The recitations included a bright little selection entitled "What a Bird Thought," which was given by Leon Younge, a kindergarten pupil whose home is in Worcester,—and Bryant's poem, "Robert of Lincoln," which was recited in concert by four girls.

Willie Elizabeth Robin and Tommy Stringer each contributed to the entertainment by reading from an embossed book. Tommy's knitting work, with which he was occupied during the earlier part of the hour, served to show the ease and skill which he had acquired in using his hands. Moreover the intelligent manner in which his task was performed bore testimony to the mental benefit which he had derived from the training in sloyd. Tommy was led to the

front of the platform and a book was put before him. As the fingers of his left hand rapidly followed the line across the page, his right hand was used to communicate with his teacher by means of the manual alphabet. Willie Robin read in the same manner and in both cases the teacher interpreted to the audience what the child said with its fingers. Willie has made considerable progress in learning to speak. She is delighted to use this means of communicating with those about her, and it was good to see her pleasure in reading a short selection aloud.

A brief account of the education of these two children followed this exercise and an earnest appeal was made for financial aid to carry on the kindergarten as the infant institution is open to the blind of New England.

The wise and helpful friends of the little sightless children did not suffer the interest which had been aroused to fall into abeyance, and after an interval of a few days only they decided to make an effort to organize an auxiliary society. An announcement of their desire to do so resulted in the expression of a wide-spread interest in the matter, and at a public meeting held on the 14th of April an auxiliary ladies' aid society was formed. The organization elected the following officers: President, Mrs. A. M. S. Butler; treasurer, Mrs. John E. Day; secretary, Mrs. E. D. Thayer. Within a few weeks the sum of \$100 was sent to the treasurer of the Ladies' Aid Society, Miss Olga Gardner, and an equal amount was recently

received by the director. This, in brief, is the history of a movement the results of which will be of great benefit to the kindergarten.

May we hope that most of the leading cities and towns in our commonwealth and many in other parts of New England will organize similar branches?

SLOYD COURSE IN KNITTING AND SEWING.

Every knotty point and problem
That you bravely master now
Will increase skill to labor
With pen or with the plow.

GOLDEN DAYS.

The necessity of providing the best and most efficient methods of manual training for children under eleven years of age led to a careful study and a close investigation of all sorts of handiwork, which promised to supply the means for bridging over the gap which existed between the kindergarten and the schools of intermediate grade. Among the various educational exhibits at the World's Fair in Chicago there was one which seemed to embody the ideas I had desired to see expressed in tangible form. It was sloyd applied to knitting and sewing. This system impressed me so favorably that I decided then and there to give it a fair trial.

The first step which I had to take for the accomplishment of this purpose was to find a competent instructor, and I was fortunate enough to secure the services of Miss Anna Molander, from Finland, who

possesses superior talents and qualifications. She is deeply imbued with the spirit of her profession and thoroughly experienced in its practice. She entered upon the work with great zeal, and it was through her exact knowledge, keen intelligence and ardent enthusiasm that this branch of manual training was successfully introduced into our school.

Miss Molander has taught in the public schools of Helsingfors for twelve years, and during a large portion of this period, she has also held an appointment as teacher in the institution for the blind of that city. In 1892 she was granted a leave of absence for two years, and came to America for the purpose of study and travel. She spent the greater part of the first year at the school for the blind in Janesville, Wisconsin, where she taught knitting and sewing. It was here that she conceived the idea of arranging a system of her own. In September 1893 she came to the kindergarten where she labored untiringly to put into operation the primary sloyd course as it now exists. As Miss Molander was obliged to return to Finland at the expiration of her leave of absence, she very kindly volunteered to fit one of our teachers for the position, which she was under the necessity of abandoning. Miss Laura A. Brown, little Tommy Stringer's special tutor, was chosen by Miss Molander to become both her pupil and assistant. Miss Brown has proved herself to be well adapted for the place, and under her charge the classes in sloyd are making good progress.

It is of the utmost importance that the work should be carried forward in a systematic way and that the course should be completed. For the attainment of this end Miss Molander cheerfully consented to prepare the following plan of pedagogical sloyd in knitting and sewing, which is truly admirable both in matter and form, and will doubtless be of great service not only to schools for the blind but to those for seeing children and youth.

A New Pedagogical Sloyd-Method in knitting and sewing for primary classes in institutions for the blind, public and industrial schools.

BY ANNA MOLANDER.

General Notes.

The time required to accomplish these Sloyd series perfectly is: 10 hours a week in schools for the blind; 5 hours a week in public schools and industrial schools; with the following number of pupils in each class: in schools for the blind, 8 pupils in the class; in public schools and industrial schools, 25 pupils in the class.

Good hours should be granted for the pedagogical sloyd, not the last hours of the day when the pupils are tired.

Instruction in plane geometry should run parallel with the instruction in pedagogical sloyd during the third and fourth years, in order to give the pupil a clear idea about the right shape of their work.

Knitting should be taught one year earlier than sewing.

KNITTING.

Though sewing is generally considered as a more important art than knitting, the latter is nevertheless of greater importance as a pedagogical subject. If knitting and sewing are taught simultaneously it will soon be seen how much greater interest the pupils take in the former. When knitting needles and a ball of wool have been put into the hands of the pupils and they see a pair of baby socks, for instance, growing out of these materials by their endeavors, they get an impression that they are creating something out of almost nothing, and thus acquire a love for their work which inspires them to go on creating more and more. But if they have a piece of cloth given them from which they are to cut out and sew an apron, their childish minds cannot comprehend this work so well, because the *shape* of the apron remains much the same all the time, whereas the knitting grows larger and larger. It is the *growth*, the advancing condition in the shape of the knitted work that charms the mind of the children and increases their natural desire for activity.

An observing sloyd teacher can judge much better of the character of her pupils from the knitting than from the sewing. Their very manner of holding the needles and drawing the thread reveals original differences of disposition; and as they go on building up their pieces of work by knitting row after row of the yarn, their own character becomes so impressed upon the work that the teacher would be easily able to tell the owner of each article even though no name were affixed.

One of the most important rules, when knitting is taught for educational purposes, is to hold the *thread* over the *left* hand. The advantages of this new way, compared with the

old fashion of holding the thread with the right hand, are the following :

1. It gives equal motion to both arms.
2. It is not so straining for the muscles.
3. It is more comfortable because the old habit of gathering the work into the right hand will be out of the question.
4. The making of large articles can be much more easily accomplished.
5. The children take more interest in it because they learn it more readily.
6. The knitting becomes more even in this way because the thread runs smoothly ; while if the thread is held in the right hand it is sometimes pulled tightly and sometimes loosely.
7. The work can progress faster.
8. The position looks better.
9. The position is more healthful because more natural.

All these nine advantages — and probably more — can be gained by holding the thread over the left hand ; while not one reason can be proved valid for holding the thread with the right hand.

FIRST YEAR'S COURSE.

Standard I.

1. To make a chain from very coarse twine using the fingers only.
2. Plain knitting ; made from very coarse twine with two thick wooden needles.
3. Plain knitting ; made from gradually finer twine with two bone needles.
4. Plain knitting ; made from still finer twine with two very coarse steel needles.

5. The same knitting; more narrow.
6. Plain knitting; made from very coarse woollen yarn with the same coarse steel needles.
7. The same knitting; more narrow.
8. To start knitting (*i.e.* to "cast on" stitches).
9. To make a chain with a crochet needle.
10. To "bind off" knitting.

Applications.

1. Skipping rope. Sled rope. A pair of reins : Standard I, 1.
2. Work bag: Standard I, 2. Handle for the work bag: Standard I, 1.
3. Scrubbing mitten: Standard I, 2.
4. Duster bag: Standard I, 3.
5. Letter bag: Standard I, 3.
6. Bath mitten: Standard I, 4.
7. A pair of slippers: Standard I, 4.
8. Napkin ring: Standard I, 5.
9. School bag: Standard I, 4. The handle: Standard I, 5.
10. Bag for children to carry their rubber balls in: Standard I, 6.
11. Cover for a footstool: Standard I, 6.
12. Button bag: Standard I, 7.

Special Exercises.

1. When commencing a new row the pupils must take care not to pull up the loop from the last stitch in the row below, as that would make an extra stitch.
2. To begin again at the middle of a row: if the knitting is put away before all the stitches on the needle are finished,

care must be taken when the work is resumed to teach the pupil to take the needle from which the thread is hanging in the *right* hand, which is exactly opposite to the method pursued when commencing a row. Otherwise it might happen that he would knit back from the middle of the row instead of completing it.

3. To wind a skein into a ball.
4. To hold a skein.
5. To ravel knitting carefully.

Notes for the Teacher.

Knitting should be started on two needles held closely parallel; then, when the stitches are all cast on, one of the needles should be taken out. This will make the stitches looser and easier to knit, and prevent the starting edge from drawing.

The teacher should observe that pupils are not to be taught how to cast on stitches until toward the end of the first year. The reasons are as follows:

a. It is too difficult for small beginners; they would become discouraged and lose their pleasure and interest in the work.

b. It would make them careless in their work during the first year because they would think themselves able to rectify poor work by starting again. The young child would also frequently ravel out the knitting merely from a desire to try to cast the stitches on again. But if the starting edge is the teacher's work, the small pupil will consider it more important and consequently be more careful of it.

By the second year the child has acquired so great an interest in the growth of his work that these small troubles do not exist for him.

SECOND YEAR'S COURSE.

Standard II.

1. Plain knitting ; made from woollen yarn with two coarse steel needles.
2. The same knitting ; more narrow.
3. Plain knitting from soft cotton yarn.
4. One row plain and one row seam ; made from very coarse twine with two thick wooden needles.
5. The same knitting ; made from gradually finer twine with two bone needles.
6. The same knitting ; made from twine with two very coarse steel needles.
7. The same knitting ; made from very coarse woollen yarn with the same coarse steel needles.
8. The same knitting ; more narrow.
9. The same knitting ; from finer woollen yarn with the same steel needles.
10. The same knitting ; more narrow.

Applications.

1. A scarf : Standard II, 1.
2. Baby skirt : Standard II, 1. Trimming for the bottom : Standard I, 7.
3. Wash cloth : Standard II, 3.
4. Handkerchief case : Standard II, 1. The trimming : Standard II, 2.
5. Travelling bag : Standard II, 4. Handle for the bag : Standard I, 5.
6. Newspaper bag : Standard II, 5.
7. Clothes brush pocket : Standard II, 6.
8. A little laundry bag : Standard II, 6.
9. Holder : Standard II, 7.

10. Cap : Standard II, 1, 8.
11. Hood : Standard II, 9.
12. Pencil case : Standard II, 10.

Special Exercises.

1. To make knots.
2. To pick up dropped stitches in plain and seam knitting.
3. To take stitches off from one needle to the other.

Note for the Teacher.

As the common steel knitting needles usually have too sharp points for the tiny fingers, the teacher should rub the needles against a stone before giving them to the pupils.

THIRD YEAR'S COURSE.

Standard III.

1. Rib knitting, made from twine ; three stitches plain and three seam. An *even* number of stitches should be started on the needle.
2. The same knitting from woollen yarn.
3. Rib knitting, from twine ; three stitches plain and three seam. An *odd* number of stitches should be started on the needle.
4. The same knitting from woollen yarn.
5. Block knitting ; each block to be three stitches in width and four in length.
6. Block knitting ; each block to be four stitches in width and five in length.
7. Basket knitting.
8. Plain knitting ; on three needles in order to learn how to pass over corners.
9. Plain and seam knitting ; on three needles.
10. Knit two pieces together.

Applications.

1. Hair brush case : Standard III, 1.
2. Pair of bed shoes : Standard III, 2.
3. Sporting bag : Standard III, 3. The handle : Standard I, 5.
4. Eye glass case : Standard III, 4.
5. Letter bag : Standard II, 6; Standard III, 3, 5.
6. Egg napkin (to keep boiled eggs warm) : Standard III, 5.
5. Trimming : Standard II, 2.
7. Baby's jersey : Standard III, 5. Trimming : Standard II, 2.
8. Pair of slippers : Standard III, 6.
9. Lamp mat : Standard III, 6. Trimming : Standard III, 5.
10. Baby's cape : Standard III, 7.
11. Sponge bag; from twine : Standard III, 8. The handles : Standard I, 5.
12. Duster ; from soft cotton yarn : Standard III, 9.

Special Exercises.

1. To join threads.
2. To pick up dropped stitches in plain knitting.

Notes for the Teacher.

It is better to let the pupils practise every new stitch or pattern with twine before beginning with woollen or soft cotton yarn, because it can be more easily learned in that way.

The teacher should do all the sewing necessary to finish these articles until the pupils have advanced so far in sewing as to be able to do it themselves without too much effort.

FOURTH YEAR'S COURSE.

Standard IV.

1. Rib knitting. Two stitches in each rib. Start with such a number of stitches on the needle as, divided by two, gives an *even* number for quotient.
2. Rib knitting. Two stitches in each rib. Start with such a number of stitches on the needle as, divided by two, will give an *odd* number for quotient.
3. Rib knitting. One plain and one seam with an even number of stitches.
4. Rib knitting. One plain and one seam with an odd number of stitches.
5. Moss knitting. An *odd* number of stitches on the needle.
6. Moss knitting. An *even* number of stitches on the needle.
7. Narrowing at the edges.
8. Double narrowing at the middle of a row.
9. Widening.
10. Narrowing and widening on the same piece.

Applications.

1. Shopping bag: Standard IV, 1. The handle: Standard IV, 2.
2. Fan bag : Standard IV, 2.
3. Pair of baby's shoes: Standard IV, 3. Standard III,
- 8, 10. Trimming: Standard I, 7.
4. Card bag: Standard IV, 4, 5.
5. Watch pocket: Standard IV, 5.
6. Baby's muff; very coarse woollen yarn. Standard IV,
6. The string: Standard II, 8.
7. Baby's cap: Standard IV, 5.

8. Baby's jacket : Standard IV, 6. Trimming : Standard III, 5.

9. Toboggan cap : Standard III, 7. Standard II, 1. Standard IV, 7.

10. Pen wiper ; from very coarse woollen yarn : Standard IV, 8.

11. Purse : Standard IV, 8.

12. Glove case : Standard IV, 10.

Special Exercise.

To pick up dropped stitches in pattern knitting.

Note for the Teacher.

The finer steel needles should not be given to the pupils too soon. It will be best to use only the very coarse ones until the end of the third year. Even during the fourth year the coarse needles should be used whenever a new step is to be taken.

SEWING.

FIRST YEAR'S COURSE.

Standard I and II on canvas and cloth. Applied knowledge of Standard I on canvas.

SECOND YEAR'S COURSE.

Standard III on canvas and cloth. Applied knowledge of Standard II on canvas, and of Standard I and II on cloth.

THIRD YEAR'S COURSE.

Applied knowledge of Standard III on canvas, and of Standards I, II, and III on cloth.

Patching and darning on coarse stuff.

Standard I.

First, all five kinds of stitches on coarse canvas ; then the same on finer canvas.

1. Running stitch.
2. Single back-stitch.
3. Double back-stitch.
4. Basting stitch.
5. Gathering stitch.

On coarse cloth.

1. Basting two selvages together.
2. Basting turned edges.
3. Sewing two pieces together with single back-stitch.
4. French seam.
5. Gathering. The pupil must first make a crease in the cloth for a guide by which the gathering may be kept straight.

At each step the pupil should be taught how to join threads.

Applications.

A bag, with the selvage at the top. A coarse thread or cord for the draw string: Standard I, 4, and 1, 2 or 3 and 5.

Standard II.

First, all five kinds of stitches on coarse canvas ; then the same on finer canvas.

1. Limited overcasting, (*i.e.*, overcasting done *within* not *on* the edge of the cloth.)
2. Overcasting an edge.
3. Overhanding.
4. Hemming.
5. Felling.

On coarse cloth.

1. Folding, basting and sewing a hem.
2. Sewing two pieces together with overhanding.
3. Sewing two pieces together with a felled seam.
4. Hem. Square corner.
5. Hem. Mitred corner.

Applications.

1. Towel: Standard I, 4. Standard II, 4.
2. Pillow case: Standard I, 4 and 3. Standard II, 3, 2 and 4.
3. Doll's skirt: Standard, I, 4, 2 and 5. Standard II, 5 and 4.
4. Bureau scarf, with square corners: Standard I, 4, and Standard II, 4.
5. Tray cloth, with mitred corners: Standard I, 4, and Standard II, 4.

Standard III.

First, all five kinds of stitches on coarse canvas; then the same on finer canvas.

1. Limited button hole stitch.
2. Button hole stitch over edge.
3. Chain stitch.
4. Cross stitch.
5. Cat stitch or Herring bone stitch.

On coarse cloth.

1. Button holes.
2. Thread-buttons, and how to sew on buttons.
3. Sewing on hooks and eyes.
4. Sewing on tapes and loops.
5. Sewing gathering into a band.

Applications.

1. Towel, with loops: Standard I, 4, and Standard II, 4.
2. Aprons: work apron and child's apron: Standard I, 4, 2 and 5. Standard II, 2, 4, 5. Standard III, 2, 4.
3. Drawers, skirts and other articles of clothing, combining all three standards.
4. Tray cloth: Standard I, 4. Standard III, 5.

MRS. BENJAMIN S. ROTCH FUND.

I count this thing to be grandly true,
 That a noble deed is a step toward God,
 Lifting the soul from the common sod
 To a purer air and a broader view.

J. G. HOLLAND.

In the early part of last summer one of the firmest friends and most liberal supporters of the cause of the little blind children, Miss Edith Rotch, sent us a chèque for \$5,000, which amount is to form a permanent fund in the name of her mother, the late Mrs. Benjamin S. Rotch, as an abiding memorial of her devotion to and her large-hearted interest in the kindergarten.

This munificent gift was received just in the "nick of time" and was most welcome. It came like a ray of light and comfort through the clouds of anxiety which were growing thicker and darker every month, and was acknowledged as follows:

SOUTH BOSTON, May 22nd, 1894.

My very dear Friend:—Your most welcome favor of the 21st instant, enclosing two chèques,—one for five thousand dollars

(\$5,000.00) for the endowment fund of the kindergarten for the blind in memory of your mother, and the other for twenty-five dollars (\$25.00) for the support of little Tommy Stringer,—is just received, and I really do not know how to express my sense of profound gratitude to you for this new token of your warm interest in the cause of the little sightless children. Indeed words are powerless to characterize adequately a deed like this.

I use no exaggerated form of speech in saying, that in the death of your beloved mother and my dear and most highly esteemed friend the blind of New England lost one of their munificent helpers and most generous benefactors. Mrs. Rotch was by nature in perfect sympathy with every enterprise aiming at the amelioration of the condition of afflicted humanity, and it was peculiarly fortunate that her revenues enabled her to translate her noble impulses into achievement and to transmute her benevolent desires into deeds. From the inauguration of the movement for the establishment of the kindergarten down to the time of her death, she was one of the most liberal and constant, as she was also one of the first contributors to the treasury of the infant institution, and the various sums given by her from time to time, added to the munificent memorial gift which I have just received at your hands, will form a monumental fund, which will be known for all time to come as the "Mrs. BENJAMIN S. ROTCH FUND."

Thanking you from the bottom of my heart both for your royal generosity and for your tender attachment to the kindergarten and its beneficiaries, and wishing you a most pleasant voyage across the ocean, a delightful stay abroad and a safe return home, I remain,

Ever your grateful and devoted friend,

M. ANAGNOS.

The contributions which Mrs. Rotch herself made at various times to the endowment of the kinder-

garten amounted in all to \$3,000. This sum added to the memorial fund brings it up to \$8,000.

Mrs. Rotch was one of those exceptionally noble and liberal spirits who made the community of Boston what it is, and her death deprived many an educational and philanthropic enterprise of a true friend and an unfailing supporter. The benevolent sentiment was so strong in her that to mention distress in her presence was to invoke relief, which was almost too sure to come. The following words of the poet may be applied to her case with peculiar fitness: —

Her charity did every need embrace;
 The shy and timid feared not to address her;
 With loving tact she rightly filled her place,
 While all who knew her prayed that heaven might bless her.

The value of Mrs. Rotch's benefactions was always enhanced by the kind words of encouragement and cheer with which she accompanied them. Once after giving me without any hint on my part one thousand dollars for the new building of the kindergarten, she answered my expressions of thankfulness and gratitude with this significant remark: "It is a great pleasure to me to aid such a cause as yours. Whenever you are badly in need of the sum of three or four hundred dollars and you find it very hard to obtain it, don't worry yourself to distraction. Come to me and you shall have it." We have never had the opportunity of availing ourselves of this offer. Mrs. Rotch

had invariably anticipated the wants of the kindergarten, and gave her share for their supply.

The severity of the bereavement which had befallen Mrs. Rotch's family in her death was intensified by the decease of her eldest son, Mr. Arthur Rotch, who died suddenly last summer in the prime of life, and in whose demise the profession of architecture has lost one of its most highly valued members, and the city of Boston one of its brilliant sons. He combined artistic taste and talent of no common order with a generosity that contributed greatly to the advancement of his calling. His memory will be cherished by the lovers of the artistic and the beautiful everywhere.

DEATH OF PROMINENT FRIENDS OF THE SCHOOL.

Now is the stately column broke,
The beacon-lights are quenched in smoke.

SCOTT.

During the past two years death has removed from our midst many of the special friends and most generous benefactors of the kindergarten, notably among them Rev. Andrew Preston Peabody, D.D., John Sullivan Dwight, Right Reverend Phillips Brooks, D.D., Mrs. Benjamin S. Rotch, Mrs. Richard Perkins, Miss Charlotte Maria Haven of Portsmouth, New Hampshire, William R. Robeson, Edward Motley, John Felt Osgood and others.

Dr. PEABODY was ever deeply devoted to the interests of the kindergarten. He was active, efficient

and at the front in every movement, which had for its object the advancement of the cause of the little blind children. His sympathies were broad and far-reaching. He was a familiar figure in our community, where he was greatly beloved and held in the highest esteem for his virtues and good deeds. He was a genuine gentleman in the best sense of that word—a truly just man. Although quiet and unassuming in manner, he was a forcible speaker and always made a favorable impression upon his hearers on public occasions and upon those who had the pleasure of meeting and conversing with him in private. Whatever affected the welfare of society in general or of the blind in particular interested him in a pre-eminent degree. His conscientious and prompt attention to duty was unfailing. He was loyal to every relation, true to every obligation and faithful to all trusts. His benign influence was felt by every one who was brought into contact with him. He lived to good purpose and has left behind him a monument of arduous labor and high achievement, which will last. He bequeathed to the world a rich legacy,—a shining, spotless, elevating example. His aim was to teach men the art of living nobly, of laying the foundation of substantial character. Who shall estimate the value of a life like this? Dr. Peabody, though dead, yet speaks. For—

When a true teacher dies,
 For years beyond our ken,
 The light he leaves behind him lies
 Upon the paths of men.

Mr. DWIGHT was one of the best, truest and most loyal friends that the little blind children have ever had. His attachment to their cause was proverbial. He was devoted with his whole heart and soul to its promotion and was ever ready to serve it both by his versatile pen and by word of mouth. The success of the kindergarten was a source of unalloyed joy to him. In many respects he was an exceptional man. In reviewing the remarkable qualities of this dear friend, in recalling his artistic gifts, his intense love of what was high and beautiful, his scorn of what was low and base, his cheerfulness, unvarying in good and evil times, his desire for true progress, one is impressed with the fact, that after all his noblest characteristic was his *good will toward man*. He did not call himself a philanthropist, but who that ever saw that fine face, beaming with kindness, or heard that full, generous, joyous voice, unchanged even in his latest years, could fail to feel that he was a true friend of man? What good object, what generous or progressive measure ever failed to elicit his sympathy and his aid? His interest was as keen as that of a child, his pleasure as full and unquestioning. On the other hand, when he disliked anything, whether it were a Wagner opera and a noisy electric car, or a political iniquity, he disliked it simply, heartily and utterly. All children were his friends and he loved them; but with those among them who were deprived of sight his heart beat in such a warm sympathy that he could not do enough

for them. His disposition showed that he was an admirable combination of sweetness, serenity, firmness and sunshine. There was something in his mind and character larger and broader, with less admixture of anything petty or unreal and affected, than it has been often my fortune to meet. In this respect he was precisely like his dear friend and associate Dr. Peabody. One was naturally attracted by his modest demeanor; his bright, genial smile; his pithy, elegant sentences, and his cheery greeting. There was nothing in the least deterrent or formidable in him. The description which Tacitus gives of Agricola was true of him: "*Nihil metus in vultu; gratia oris supererat. Bonum virum facile crederes, magnum libenter.*" May his life be to us a perpetual benediction!

We see him as he moved,
How modest, kindly, all-accomplished, wise,
With what sublime repression of himself,
And in what limits and how tenderly!

Both Dr. Peabody and Mr. Dwight took a most profound personal interest in my work, and were ever ready and glad to encourage me, to hold up my hands in every undertaking for improvement and reform and to respond to my calls upon them for advice and assistance. "Take them for all in all, we shall not look upon their like again." In my intimate relations with these rare men I often had occasion to see their innate nobleness, the depth of their sympathies, the wealth of their natural endowments, and

their loftiness of purpose, and I should be doing violence to my sense of gratitude and to the spirit of filial affection and reverend admiration which pervades me, should I fail to put on record my very highest appreciation of their kindness, their devotion to duty, their exemplary unselfishness, and the tenderness of their feelings.

The kindergarten has sustained a very severe loss in the death of another great and good man, the late protestant episcopal bishop of Massachusetts, who was one of its constant friends. PHILLIPS BROOKS counted it a privilege as well as a pleasure to join in our work for the little blind children, and his earnest, inspiring words are among its most precious legacies — words of encouragement and cheer, of faith and hope and fervent appeal. His eloquent address given at the opening and dedication of the first building, — “this earliest garden for the blind,” — showed his hearty interest in the plan and purposes of the infant institution and his confidence in their early development. The rich fruitage of this child’s garden he saw with prophetic vision even then as he spoke very earnestly of “the good work that is to be done in it by-and-by; of the ignorance to be enlightened; of the dull and torpid faces to be quickened; of the intellects to be brightened; of the accumulated experiences which are to come to young souls; of the meeting of man and knowledge, the human mind and intelligence, — the two noblest things that God made here on earth.” From time to time he visited

the school and saw the gradual fulfilment of this prophecy. Rejoicing over the opening buds as they blossomed out under the warmth of sympathy and love, he said: "We want to lift up our hearts in thankfulness for what God has enabled us to do for these children here, and feel that he will enable us to see in the future a brighter and richer progress and fulfilment of this delightful charity."

The late Mrs. RICHARD PERKINS was ever a warm friend to the blind, and rounded out a life full of kindly, active sympathies and generous deeds by bequeathing to educational and benevolent organizations the greater part of a large property, of which the kindergarten received ten thousand dollars.

Another great bereavement has befallen the kindergarten in the death of Miss CHARLOTTE MARIA HAVEN of Portsmouth, New Hampshire, a valued and faithful friend and constant helper. From the earliest organization of the infant institution down to the last day of her life, Miss Haven's heart and purse were open to its needs. She never failed to make liberal annual contributions and to induce others to do likewise; but her left hand was kept ignorant of what the right one was doing. The following words of Tinnevaluva, a Hindu bard, taken from Whittier's translation, are peculiarly applicable to her case:

Who gives, and hides the giving hand,
Nor counts on favor, fame or praise,
Shall find his smallest gift outweighs
The burden of the sea and land.

The kindergarten has been favored with hosts of true and devoted friends. Among these Miss Haven occupied a very prominent place, and her memory will ever be blessed by the little sightless children and their helpers.

Mr. ROBESON is held in loving remembrance for the deep interest which he took in the cause of the blind. He was distinguished for his unquestioned integrity, sound judgment and manysided benevolence. The cordiality of his manner, the breadth of his sympathies, a certain quality of genuineness, and his capacity for profound thought made intercourse with him very delightful and uplifting. To use Tennyson's words, his was

A soul

So full of summer worth, so glad,

So healthy, sound, and clear, and whole.

Mr. MOTLEY, another friend and liberal giver to the kindergarten, has left us during the past year. He was a man of high aims and charitable deeds, and his voluntary contributions to the funds of the little school came regularly every year. The pleasant memories of his personality are cherished by all who knew him, and he is mourned as an upright citizen, a loyal friend, a true gentleman and an honorable business man.

The late JOHN FELT OSGOOD of Salem, was a generous and just man, kind, warm-hearted, high-minded; a faithful servant of the cause of humanity; a steadfast friend to the blind, and a habitual contributor to

the funds of the kindergarten. To exercise benevolence was not only a duty but a pleasure to him, and it may be recorded with gratitude, that his widow is thoroughly imbued with his spirit of philanthropy, following in his footsteps and emulating his deeds of generosity.

There is a tenderness of feeling that comes over me and a sadness of thought that overwhelms me as I remember these dear friends, who did all in their power to aid the kindergarten, some watching over its interests with great care and others helping to supply its wants with unstinted liberality. Let us hope, for the sake of the little blind children as well as for that of the community at large, that new men and women will rise to fill the places left vacant by these departed saints, for, to use Goldsmith's expression,—

Ill fares the land, to hastening ills a prey,
Where wealth accumulates and men decay.

OUR GENEROUS FRIENDS AND BENEFACTORS.

'Tis a brave army,
Full of purpose.

SHAKESPEARE.

Although death has made during the past two years a sad havoc in the circle of the warm friends and steadfast supporters of the kindergarten and has taken from among us those whose loss seems wholly irreparable, yet, I am happy to say, the ranks of the

chivalrous champions and generous helpers of the little blind children are kept exceedingly well filled. It is truly delightful that the helpful and the good who continue to take a profound interest in the infant institution are so numerous as to "form an army."

At the head of the column of this grand philanthropic army of royal benefactors and munificent donors stand the names of Miss Helen C. Bradlee, Mrs. Warren B. Potter, Miss Ida M. Mason, Mrs. William Appleton, and Mrs. J. Huntington Wolcott, followed by those of Mrs. Nathaniel Thayer, Sr., Mrs. Annie B. Matthews and daughters, Miss Sarah M. Fay, Mr. William Endicott, Jr., Miss Edith Rotch, Miss Ellen F. Mason, Mr. and Mrs. George W. Wales, Mrs. Joseph N. Fiske, Col. Henry Lee, Miss Sarah B. Fay, Mrs. William W. Warren, Mr. Joseph B. Glover, Mrs. Elisha Atkins, Mr. and Mrs. Francis C. Foster, Miss Adele G. Thayer, Mrs. John C. Phillips, Miss Anne P. Cary, Mrs. J. H. Thorndike, Mrs. Charles Faulkner, Miss Fanny M. Faulkner, Mrs. Mortimer C. Ferris, Miss Mary E. Ferris, Mr. Henry Woods, Mrs. James Greenleaf, Mrs. Helena M. Kent, Mr. George F. Parkman, Mr. John Foster, Mr. C. W. Amory, Mr. Otis E. Weld, Mrs. J. Arthur Beebe, Mrs. Charles E. Ware, Miss M. L. Ware, Miss Elizabeth S. Fiske, Mrs. M. Abby Newell, and a host of others too numerous to be named.

These generous-hearted and open-handed benefactors have indissolubly linked their honored names with the history of the foundation and progress of

the kindergarten and have contributed very freely and amply to its success, most of them of their abundance, but a few of their smaller store. Their benefactions have been as unfailing as the sunlight and as vivifying and invigorating, and I can assure them, that from the seed which they have planted in love and sympathy will spring joy, strength and energy, ever fresh, blooming year after year in this garden of childhood and flourishing more and more in the fields of human activity as time goes on.

In this connection I cannot refrain from paying a just and merited tribute to the generosity and devotion of Mrs. William Appleton, who is unquestionably one of the kindest friends and most constant helpers of the little blind children. When the movement for the establishment of the kindergarten was inaugurated, Mrs. Appleton's attention was attracted by it, and she at once became deeply interested in it. From that day to the present she has been a most liberal giver of her money, of her time, her strength, her services and the use of her residence. She never fails to make every year large contributions to the funds of the infant institution and also to assist in furtherance of every undertaking bearing upon its advancement. Her donations amount in all to \$9,700. She has not only herself given with lavish generosity but has endeavored to interest others to do likewise. It is indeed true, that —

Sweet promptings unto kind deeds —

form a dominant element in Mrs. Appleton's nature and constitute one of the main springs of her thoughts and actions.

WILLIE ELIZABETH ROBIN.

She is as good as she is fair.
None — none on earth above her !
As pure in thought as angels are,
To know her is to love her.

S. ROGERS.

Since the publication of our last account of Willie's development, this "lone star" has continued to rise steadily in the horizon of intelligence and beauty and to shine with an enduring splendor. Her progress has been remarkable in almost every particular. She has grown both in body and in mind with great rapidity, and has become one of the comeliest, brightest and most attractive children known to us.

Willie has been a regular member of the primary class in the girls' department, and her training has been carried on in a simple, systematic and rational way. She has made excellent progress in every study and occupation, with the exception of arithmetic, and has become quite proficient in reading, writing, elementary zoölogy, articulation and knitting and sewing according to the sloyd method. She has also enriched her vocabulary with the addition of many new words.

Willie is being brought up in a sensible, natural manner. There is nothing artificial or unduly ex-



WILLIE ELIZABETH ROBIN.

citing in the influences which surround her. Her development may be likened to that of a lily of the field rather than to that of a tropical hot-house plant. She lives no more under a strain or pressure of any kind than does a young, healthy tree which grows freely in the open air under the care of a skilful gardener. She is unquestionably a child of decided originality, and none of the usual methods of appealing to the memory or of pouring into the brain streams of knowledge of all sorts and descriptions has been allowed to nip in the bud or drown this precious gift; on the contrary, we have endeavored not only to shield from injury this rare quality of the little girl's mind, but also to foster and unfold it in strict accordance with Froebel's methods. The results in this direction are truly marvellous.

Although hopelessly shrouded in the black shadow of double affliction, Willie is light-hearted and mirthful, scattering sunshine around her. She is as happy as a bird and as frolicsome as a lamb. Her spirit is joyous and serene, and her soul is filled with visions of morning and the song of the lark. She never despairs, nor is she disturbed by gloomy thoughts and morbid feelings. Cheerfulness is a dominant feature of her nature, and it serves as a master-key with which she unlocks the doors to a life of gladness, peace and contentment.

Knowing through my correspondence, that a large number of teachers, thinkers, men of letters and students of science and psychology watch with unabating

interest the mental and spiritual development of this remarkable girl, I again asked my esteemed friend, Miss Laura E. Poulsson, to write a full account of the education of Willie during the past year, as well as of that of little Tommy Stringer. She graciously consented to do this work, and I at once placed in her hands all the journals, notes, letters and memoranda relating to the cases of the two children. By sifting these materials with scrupulous care and using them with consummate skill and unexcelled diligence, Miss Poulsson produced a narrative, which is admirable in every respect and does a great credit to her industry, her love of truth and accuracy, her literary taste and her uncommon ability in putting facts together in a simple and attractive manner. Here is Miss Poulsson's account.

Among the "big girls" now in the primary department at Jamaica Plain is the blithe and winning creature, Willie Elizabeth Robin, whose name and personality are so well known to the community of Boston and the readers of this annual report. Nearly four years have elapsed since she was first brought to the kindergarten, and she is now a finely grown, beautiful child of ten, with an education which could almost vie with that of a normal child of her age. The familiar story of the journey with her mother from Texas, of her admission to the kindergarten through the philanthropy of the board of trustees, of her total blindness and deafness and ignorance of language, needs no re-telling. But the unfolding of her three-fold nature,—physical, mental and spiritual,—as each year passes by, gives something fresh to chronicle and awakens anew our thankfulness and wonder

That Willie stands on such an excellent physical basis (exclusive of her deprivations) is of great advantage. Her health is uniformly good. She is active in play, fond of gymnastics and extremely sensitive in the three senses which remain to her, of touch, taste and smell. The last one, in especial, is very acute. She quickly distinguishes odors of food which are almost imperceptible to others, and there have been several curious instances of her perception of persons by the same sense. The following are true renderings of certain incidents as given in her teacher's note book :

Willie was about to retire when one of the children (Amy) came to the door of Willie's room to speak to me. After Amy left, Willie, who had been standing in the middle of the room, said: "Amy must not come to my room after the bell rings; she will wake up the girls. No! not nice." I asked her how far into the room Amy came. "She didn't come into the room;— only to the door."

While Willie was in the sloyd class today Miss —— came in to speak to Miss Molander. After she had passed out, Willie said: "Is Miss —— here?" As she had then gone, I said "no;" but Willie said: "I smell her."

When we were in the reading class this morning a little boy came up on the veranda and looked in the window. He was so very quiet that none of the children who could hear knew that he was there; but Willie stopped in the midst of her reading and said: "Sidney came to the window and looked in. He came up from the walk and looked in the window." The window was closed and she was sitting on the other side of the room. The boy's father came into the school-room a few days later, and as soon as Willie knew he was there she said: "Two yesterdays, Sidney came and looked in the window. Why did he come?"

The circumstance of her discovering the little boy is inex-

plicable. It seems too improbable that she should have perceived and known him by the sense of smell, but what other solution is more probable?

In addition to good physical health Willie has fine mental ability, which enables her to overcome to a surprising degree the obstacles besetting her path. She is fond of her lessons and makes satisfactory progress in them, though she fails to find much attraction in arithmetic and does not succeed so well in that study as in others.

Miss Smith, her present teacher, gives account of her advancement during the last school year as follows :

IN READING Willie has finished the sixth reader. When she is asked questions about what she has read, she answers intelligently in her own words. Fewer explanations of words are now required, and frequently, when a word previously explained occurs, she stops of her own accord and tells its meaning, sometimes by speech and sometimes by action.

IN WRITING Willie forms the letters well, produces a neat-looking page, and has improved greatly in punctuation. She has written several letters, simple and childlike in manner as heretofore, but with more ease and of greater length.

ARTICULATION. So free has Willie's power of articulation become that she strongly prefers using her tongue rather than her fingers. She talks much and rapidly with the other girls out of school hours, and this militates seriously against distinctness; but diligent effort is put forth, in the hour devoted to the articulation lesson, toward inducing her to speak slowly, distinctly and naturally. A short portion of the same hour is spent in learning to read the lips.



WILLIE E. ROBIN WITH TWO OF HER SCHOOLMATES.

IN ARITHMETIC Willie can add, subtract, multiply and divide numbers up to 100. She has studied weights and measures, first concretely and then abstractly, and has a very good idea of fractions. By means of a clock with raised figures, given her by her devoted friend, Mr. Whiting, she has become expert at telling time.

ZOÖLOGY. Willie is much interested in the study of animals and when examining them goes into minutest details. The method pursued is to give her the animal (alive or stuffed) to feel of, and have her tell all she can discover about it; then, after a few days' study and talk on the subject with the teacher, to have her represent the animal in clay, and, a day or two afterwards, write down what she has learned. Generally her account is interesting and comparatively complete.

SLOYD. In this class the kindergarten and primary grades are taught crocheting, knitting and sewing; chiefly knitting, however. Willie delights in the sloyd hour,—sits quietly and works well. Like the other children, she also enjoys working out of class. She knits both evenly and quickly, can "cast on" stitches and "bind off," knit "seam" and "plain," "rib," "block" and "moss" patterns, and has made a pen-wiper, a pair of slippers, a holder, a handkerchief case, and a pair of socks.

GYMNASTICS. Willie enjoys her gymnastics exceedingly, and is very accurate in following commands and making the movements correctly. She is agile in climbing the rope and ladder, and has improved greatly in her marching. It has always been difficult for her to keep in step with the others, but now she often goes around the hall several times without breaking step in the least.

To summarize, it may be said that Willie's standing in all her classes is excellent, and that with the exception of articulation, all her school work is done in connection with the regular classes of the primary department.

There are many little incidents which happen in connection with Willie's every-day and school life which, though falling under no special classification and bearing no important witness to her development, are nevertheless of interest. Trivial as these incidents may be, they will at least give pleasure to those who care to follow the child's career ; for they reveal between the lines many phases of her character, —a character so strong as to call for the most judicious guidance, while at the same time of such openness and sweetness as to draw all hearts to love her.

Like Tommy Stringer, Willie has an unflagging interest in nature study, especially zoölogy. The pleasure of having such a creature as the stuffed baby tiger for manipulation, or of being regaled with the story of a mountain lion while Miss Johnson is telling it to the rest of the girls, she considers entrancing. Her eager questions manifest attention and understanding, and her earnest, lit-up face is beautiful to see. The expressive beauty of the child's face is brought out much more strikingly, however, when she is sharing a conversation on higher themes, wherein, for instance, questions of love or duty awaken her thought. There is a sacred fascination in watching the play of mind and soul upon her mobile features. Each delicate fleeting change can be traced, and the deeper impress of noble feelings plainly seen. The world might then be challenged to show a sweeter sight.

One day an oriole's nest was given to the zoölogy class to examine. When Willie's turn came she devoted close attention to it, feeling it outside and in and probing to the very bottom, whence she drew forth the desiccated head of a fly

with the accompanying observation "the bird eats flies." Little escapes her sensitive touch when she is bent on a thorough search.

At another time each child was provided with a cray fish from which she was to learn all she could by touch alone, without receiving any suggestions from teacher or fellow pupil. The result was to be written down and handed in as a special exercise preliminary to the regular class study of the object. The subjoined is Willie's list of observations:

It has eight arms and two legs and a tail and two eyes it has an body it lives in the water. The body is hard and the arms and the legs are not strong, they are soft.

WILLIE.

In walking by Jamaica Pond a few weeks later she asked if there were lobsters in it. When told that lobsters lived in salt water and that Jamaica Pond was of fresh water, she said: "The cray fish lives here."

About the monkey's paws she stated: "Something like ours. It has finger nails."

In reproducing the story of the silkworm and its cocoon, as a review of a lesson which she had been reading, she succeeded beyond the anticipations of her teacher, as the lesson had been quite difficult. In the midst of her story she turned to her teacher and asked who taught the silkworm how to make a cocoon. Being told that it knew how by instinct, she said: "That means God taught it. God does not like to have the men kill them. No! No!"

Two rats were caught in a trap and brought by the janitor to Miss Johnson, who saw in them an unusually good opportunity to give the older children an educational treat. So after screwing up her own courage to the point of handling the creatures, she gave them to the children to examine, and

the little girls were delighted at the indulgence of such an extra lesson on a rainy day. Willie made a thorough investigation of the rodents,—pulling open their mouths to find the teeth, feeling of the eyes, nostrils, etc. She was the first to penetrate into the animal's mouth though several of the children had looked at the rats before her.

Miss Johnson has a limited number of live creatures which she keeps as helps in her teaching of zoölogy, and among these is a baby alligator whose teeth are as yet too soft for him to do any harm. One morning Willie visited Miss Johnson in the school-room to inquire after the welfare of the pet alligator. She asked several questions about it: "Why does he stay in the water? Why does he have stones in the water?" After answering her inquiries, Miss Johnson allowed her to continue the study of the alligator while she herself returned to her writing at the other end of the room. Hearing repeated sounds from the alligator, however, she thought she had better see what Willie was doing, and found Miss Robin fearlessly holding the poor creature on his back with her hands tightly clasped about him. The result of this morning's visit showed when the alligator became the subject of the class exercise in clay modelling. Hers was the best of all, the scales being represented almost perfectly;—showing that she had used her extra opportunity of investigation to good purpose.

Willie's reading introduced her to the words biped and quadruped. She took an aversion to the former term, saying: "Not nice to be a biped!" and objected strenuously against having it applied to persons.

She does not fancy oysters and took no interest in the zoölogy exercise when they were to be studied. Making them in clay caused absolute rebellion. She dallied and shirked and pleaded in evasion: "I am too slow to make

oysters and I don't like them." Further pressure called out the belligerent declaration "I won't try!" to which was added: "Miss Johnson must not give me oysters to make, because I do not like them. No! it is not nice."

As an offset to this account of misdemeanor on Willie's part, who will not enjoy the following naïve application of ethics to arithmetic which she made? She was having a review in fractions and her teacher asked: "Which would you rather have,— $\frac{1}{5}$ of something very nice, or $\frac{1}{4}$ of it?" " $\frac{1}{5}$," said Willie. Thinking naturally that the child considered $\frac{1}{5}$ the larger, the teacher questioned cautioningly; "Which is greater,— $\frac{1}{5}$ or $\frac{1}{4}$?" " $\frac{1}{4}$," rejoined Willie promptly. "Well then, which would you rather have,—the larger or the smaller?" "The smaller," answered Willie, "*because I don't want to be selfish!*"

Willie's "way of putting things" is irresistible sometimes in its forcefulness or comicality. Speaking of a small fellow-pupil, who had forgotten to perform a certain duty committed to her, Willie said: "No! she must not forget. She has a *mind!*"

Being ill enough to be kept in bed one day with a severe cold, Willie received frequent bedside visits from her teacher. At one of these visits Willie greeted her with a lugubrious countenance, saying: "I want to go to heaven," pointing upward as she said so. Upon being questioned as to why she wished to go to heaven, she answered: "Because I cannot breathe nicely." "Oh," said Miss Smith, "you will be better tomorrow morning." "No," said Willie dolefully, "I am a little dead now."

We all know the odor which sometimes clings about poetic and picturesque old homesteads. Willie hit this off epigrammatically by saying: "This is a long-ago house. It smells of long ago!"

Some visitors in the gymnasium asked to see Willie just as she happened to be putting on her boots in great haste. When she was told that there were visitors, it was with the expectation that she would greet them in her usual pretty and polite manner; but she astonished Miss Smith by bursting out with unconventional truthfulness: "No, I thank you. I must hurry!" adding breathlessly when remonstrated with about being rude: "No! I hope not. How do you do? I must hurry! I cannot stop!" It is hoped that the visitors' sense of the ridiculous was sufficiently appealed to, to enable them to see the funny side of the little girl's treatment and pardon it. She meant no discourtesy in her heart. It was simply but very emphatically a bad case of "not at home."

After having been rather rough in her treatment of one of the little girls during a play hour, Willie entered the writing class suffering from a guilty conscience, which evidently troubled her very much by holding up her bad conduct continually before her. She was at work on a letter to Mrs. Whiting but made only fitful progress, and finally said: "I cannot write. I am afraid I shall tell Mrs. Whiting that I was naughty!" Persevering, however, Willie did succeed in finishing the letter, though it consumed the writing hour of another day, during which she stopped to heave a labored sigh and say: "It is much thinking!" The letter *was* an unusually long one.

Willie's feelings seemed to have worked havoc quite frequently in writing class, for under another date we find her bemoaning: "I cannot write, because I am so inquisitive;" the trouble then being that she had a consuming desire to know what it was which had been in her teacher's hand and which she had not been allowed to see.

Writing in itself is naturally less interesting to the blind

than their other lessons. It is more of a task because, working with an ordinary pencil on the smooth surface of the paper, they get no tangible result and thus lose the spur of conscious achievement. It is dull work to plod along, shaping laborious angles and drawing vertical lines, when it is all, as it were, "writ in water," leaving for the blind children no trace which they may discover again.

Willie's "I-want-to-know" is not often displayed under the guise of inquisitiveness, and it is a valuable trait for her to possess, since it keeps her on the lookout for the meaning of new words and expressions, and explanations of new experiences and objects. The following simple little chat with Miss Johnson shows how she challenges new words when they occur in conversation. Willie had not been very well during the day and Miss Johnson went up to visit her in the evening as she lay in bed. Miss Johnson touched Willie's hand in greeting, whereupon Willie smiled and said: "Miss Johnson," after which the conversation began:

"How are you this evening?"

"I am very well."

"I am glad you are recovering." [Miss Johnson likes to use new words when talking to her, to see what she will say.]

"What does that mean?—recov—" [trying to articulate the word recovering.]

"Recovering means getting better."

"Yes. Why did you not come to see me this morning?"

"I was busy, and could not spare the time."

"What does *spare* mean?"

"I had no time when I was not busy."

"Yes. When you did not see me this morning, did you say to Miss Smith 'where is Willie'?"

"Yes, I asked for you at breakfast time and was told you

were not well, so I knew afterward why you did not come to class." ·

"You knew I would come to class if I was well."

"Yes, indeed."

"I will come to class tomorrow. I will be well tomorrow."

Willie then went on to ask what the girls did in class, and so forth. Before ending the conversation Miss Johnson managed to use the word "recovering" again. Willie accepted it without cavil, having evidently come to a clear understanding of its meaning.

Conservatism, always a strong characteristic of this little maiden, still crops out. She scents danger and upheaval in any deviation from the beaten track, and innovation is her bugbear. When a change of teachers was necessary, owing to the marriage of Miss Thayer, she quite resented the advance which Miss Smith endeavored to introduce in her arithmetic by dispensing with counters and using abstract numbers in the customary operations. "No! No!" said Willie, "you are not allowed! No! I know you are not allowed!" She felt indeed that "a new ruler had arisen in Egypt who knew not Joseph." Was everything familiar and well-regulated about to be turned topsy-turvy in this uncomfortable manner? She feared that she had fallen on evil days when she was denied her useful counters and required to calculate without their aid. However, encouragement came soon. The number lessons were often such as to win praise in spite of these hard conditions; and after an unusually successful lesson we hear of her measuring her head with her hands, thinking to find evidence that her brain had grown in consequence. Her latest imagination (one can scarcely call it by so prosaic a word as estimate) was, that her brain had grown five inches!

Size and age continue to be highly interesting topics to Willie. Her first questions about other children are "how old" and "how big," but she has learned to use a polite restraint in this regard toward her elders. She was much embarrassed on one occasion when she asked the age of a very small adult person, thinking it was a child. "I thought,—I thought it was a little girl," she said over and over, with uneasy yet laughing insistence.

When about to write home to her mother some time after the birth of a baby brother, she remarked: "I will ask how much my brother Rob weighs. He did weigh 16 lbs., but he grows."

Recalling scenes of the past during a day spent with her friend Miss A. Emily Poulsson, she asked: "Do you remember the baby at Clark's Island? That baby must be two years old now, for I was eight then and now I am ten."

Talking with her teacher one evening she told of a friend who was fifty-seven years old, and said: "She is so old, you [meaning even you, a teacher, a person in authority,] must mind her."

During the day's visit just referred to at Miss Poulsson's the little girl was very sweet and bewitching, being full of happiness and on the "qui vive" for jokes. Miss Poulsson and she had long talks together in which "do you remember" introduced many a sentence on the child's part. She had lively memories of Clark's Island, Fayville and Springfield, where they had been together, and also of her previous stay in Miss Poulsson's house. She read aloud from a book in raised print, played "Hide and Seek" with great gusto, was highly amused at the slow and awkward attempts of a couple of young ladies to learn the manual alphabet under her instructions, chattered like a little magpie, and bore about a face beaming with the utmost joy and affection

throughout the day. When she began to realize that the time to go was approaching, she made known her reluctance by declaring with expressive crookedness: "I haven't been here every time long enough!"

A faithful loving heart beats in this little one's breast and the thought of the dear home in Texas with father, mother, Mattie, Bonnie and Baby Robert, is seldom long absent. She often talks of them and frequently asks when she can make another visit home. She wishes that her father and mother, sisters and brother, and uncle and cousins could all come to live in Boston. "I am afraid they will forget me. I am afraid I will not remember them if they do not come to see me." Every day brings with it the hope of a home letter, and when she meets the postman the question is always ready: "Where is my letter from my mamma?" Her recollection of the events of her visit home, two years ago, is very clear, and she likes to talk about it. Indeed the memory of her first coming to the kindergarten with her mother still lingers in her mind, and she quite surprised Miss Johnson one day by the questions she asked and reminiscences she gave about herself and the kindergarten people at that time.

When the kindergarten closed in June Willie was most hospitably received in the summer home of Mr. and Mrs. Albert T. Whiting at Hingham, and there spent the whole of her long vacation. Every care and pleasure that their affectionate hearts could devise was lavished upon her, and she throve in health and spirits. She is very fond of these devoted friends, and almost all the articles worked over so faithfully and with so much interest in her sloyd class have been offered at their household shrine.

The cat and kittens at Hingham came in for a large share of her attention and caused her much diversion. She always

grows attached to the pets of a place, whatever they may be; and when she was taking leave of the Hingham pussy, she put her mouth to its ear and said: "I am going to school now. Good bye." Her teacher asked her if she thought the cat understood; to which Willie replied with the utmost confidence: "Yes, a little. All cats do a little."

Willie's correspondence is carried on in two ways;—sometimes through letters dictated by her to her teacher, and sometimes (the latter with growing frequency, of course) through letters written laboriously by her own hands. It is very natural that there should be a noticeable difference in the two kinds of productions. The first method furnishes a comparatively free medium, while the second hampers the young correspondent considerably. The same discrepancy exists between the dictated letters of a normal child and the results of its entirely independent writing. All the letters here appended are of the latter kind.

HINGHAM, July 5, 1894.

DEAR MAMMA:—I am having a nice time with Mamma Whiting and Papa Whiting. I gave the dolls a ride I played with the kitty. Her is Lilac have a nice play room. please write to me are my sisters good I send my love to you and papa and sisters and brother

Your loving little girl

WILLIE.

HINGHAM, Aug. 18, 94

DEAR SISTER BONNIE:—I was very glad to have a letter from you. Is your doll all right. My doll was broken last summer. We went to ride to the beach yesterday. I would like to see you. with much love to all your loving sister

WILLIE.

DEAR SISTER MATTIE:—We are going to see Mrs. Hadley [her former teacher, Miss Thayer,] on Thursday. I am glad that you like the beads [These were some beads which she had strung and sent as a present.] I have a box of blocks I play with them. Are you having a good time in Throckmorton I am in Hingham I send my love to you. Good bye From your loving sister

WILLIE.

HINGHAM, July 11th 1894.

MY DEAR MISS JOHNSON:—I was glad to receive your letter I am having a good time with Mamma Whiting and papa Whiting I have a nice play room, I had twenty presents [on her birthday]. Mr. Anagnos has not come down to see me yet. We go to ride to the salt water I play with the kitty her name is Lilac I have three cats and three kittens I send my love to you Your little friend

WILLIE.

HINGHAM, Sept. 19th 1894

DEAR MR. CLEMENT:—I went to Marshfield last week to the Fair I saw some ducks rabbits and hens We saw a black sheep lieing on the ground I am going to school tomorrow morning I had a letter from my teacher yesterday I dressed the kitten in the dolls dresses like your little girl I send her a kiss I would like to have her come to see me. With much love From your little friend

WILLIE.

JAMAICA PLAIN, Sept. 27, 1894.

DEAR MAMMA:—Why did you not write to me? What was my sister's name that died? I just received a letter from you and was pleased with it. Thank you for sending Robert's picture and my teacher thinks it is very cunning. How old is Robert? Please write me a letter and write it long and tell me what you are doing. Did you forget how to talk with your fingers? I am talking with my mouth very much, all the time. My teacher will

write to you very soon. I would like to have you live in Boston near me with my sisters and brother and papa. There are twenty five little girls in school. A lady who came here a little while ago gave me a new doll and it can shut its eyes. I would like to have my sisters write to me again. I will write to my papa soon. Please tell the little girls I am coming next summer. I send my love to them. Goodbye, from your little girl

WILLIE.

Composition writing is a part of Willie's training. Three of those written during the past year are given to furnish an idea of what is attempted and accomplished in this direction.

Composition written in honor of George Washington's birthday.

George Washington was born on the 22nd of February, in Virginia, in 1732. His father gave him the hatchet to play with. He went out to cut the cherry tree then his father was willing. [She seems to have missed the familiar point in the immortal anecdote!] George Washington had a white pony. He wanted to go away to sea to be a sailor but his mother was not willing. His father died when he was eleven. He fought with the English to save this country. The soldiers said to come and be the first president. He is called the father of his country because he did so much for the American people and they love him. They made the monument after he died.

Reproduction of a reading lesson.

One very hot day a lamb go a distance to get water. A wolf taking a walk saw the lamb and wanted him for his supper. The wolf said, "why did you make the water so muddy?" but the lamb said, "No, I did not do it because it runs from you to me." The wolf told the lamb he used insulting words about him six

months ago, but the lamb said, "No, I was not born six months ago. The wolf said, "Well, I do not care, so I must eat you."

Willie's "original story," entitled "Nellie Bard," is largely reproduced from her Fayville life in 1893.

Nellie Bard.

Nellie goes to school, and she has a sister named Florence, she played with Florence with their carriage and two dolls. Nellie has a brother named Fred. They live far away in Louisiana. They have a box of blocks. Nellie and Fred and Florence must go out to play to ride in their little wagon. They went to ride with their mamma and papa to see their friends named Miss Cora and Miss Annie, Saturday to stay until Monday. They went home to their house to school. Nellie and Florence took their dolls out to play and their brother played with his drum.

With these must close this year's report of the development of this most interesting child. Pathetic as is her condition, it has many mitigations,—not the least of which is the freedom which she has attained in the use of spoken language. By this means she has a much wider avenue of communication with her fellow-mortals and a much speedier utterance of her thought. She loves to use her hardly-obtained powers, and seldom lapses into manual speech unless it is unavoidable. She will repeat her words very patiently, and if it is suggested that she should use her fingers, she will make still further attempt, saying: "I will talk very nicely so that you can understand."

It is Willie's sweet philosophy to rejoice over the powers and privileges we possess, and not to sadden ourselves with the contemplation of our woes. Therefore for us whose soft hearts grieve over all that the dear child misses in life, she



TOMMY STRINGER.

would doubtless have some such message as she sent to the little girl in Hingham who cried with sorrow over her plight :
 "Tell Belle not to cry about me, for I am perfectly happy."

Miss Effie J. Thayer, who has served with acceptance as special teacher to Willie for three years, resigned her position on the 1st of January 1894 and has since married. She has been succeeded by Miss Marion G. Smith.

TOMMY STRINGER.

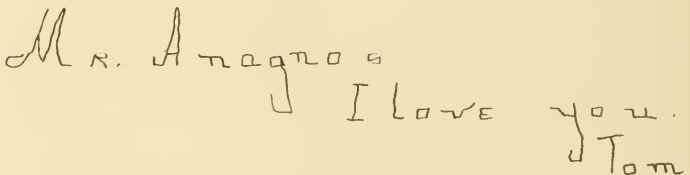
Doubt not so long as earth has bread
 Thou . . . shalt be fed.
 The Providence that is most large
 Takes hearts like thine in special charge.

EMERSON.

The change which has taken place in little Tommy Stringer since his admission to the kindergarten is truly marvellous. Three years ago when he was sent to us from Pittsburgh, Pennsylvania, with a scanty supply of clothing, he was a mere mass of vital clay, —feeble, helpless, inert, apparently without much intelligence and devoid as it would seem of most of the ordinary impulses of young creatures. Through the parental care and special training which he has received under the roof of the infant institution he has been transformed into a fine boy, instinct with life and spirit, active and sprightly, abounding in good nature and not wanting either in obstinacy or in mischievous propensities.

Tommy is full of eager curiosity concerning the world about him and inclined to secure to himself a full measure of enjoyment from his surroundings. He is bright, affectionate, extremely fond of fun, always on the alert and up to all sorts of roguish pranks. His physical and mental development is equal to that of pupils of his own age.

With the assistance of his teacher Tommy keeps up with the other children in their studies, and in most of them he is at the head of his class. He has just learned to write quite legibly with a pencil, and among the most precious autograph letters in my possession there is a laconic one which is the result of Tommy's first unaided attempt at epistolography. I insert here a *fac-simile* of this note as bearing convincing testimony to the fact, that the work of rescuing the little boy, which began well three years ago, is steadily progressing and leading toward his entire emancipation from the bonds of intellectual torpidity and moral darkness.



Mr. Anagnos
I love you.
Tom

Tommy is taught to use oral speech, but he is not able as yet to converse save with his fingers. He articulates a number of words, however, with marked distinctness and in a tone which is more natural than

that of any other child similarly afflicted who has come under my observation. But, to quote Whittier,—

One like him to lisp a name
Is better than the voice of fame.

Both Willie and Tommy have hosts of faithful friends and constant helpers in Boston and the neighboring towns, as well as in many other places. The story of their education being as it is widely read excites the sympathy and enlists the interest not only of grown-up persons but of a large number of boys and girls, and especially of those among them whose tender feelings and generous impulses are judiciously fostered and nurtured by wise and discreet parents. Among many others, the children of Mr. Anthony P. Ralli of New York, (a member of the world-renowned commercial house of Ralli Brothers,) on perusing last spring the report of the kindergarten, became so deeply attached to Willie and Tommy that they sent them a gift of twenty-five dollars. May the tiny philanthropists, taught thus early in life to share their pleasures with the less fortunate members of the human family, learn the great lesson, that—

True happiness, if understood,
Consists alone in doing good.

Miss Laura E. Poulsson has known Tommy from the time of his admission to the kindergarten, and the

story of his wonderful progress is delightfully and vividly told by her in the following pages.

On Sept. 19, 1893, Tommy returned to the kindergarten after a delightful summer spent at the home of his teacher, Miss Brown, in Wrentham. The freedom with which he was allowed to roam about the farm, the pure country air, wholesome food and abundance of fruit, all helped to make him strong and active. He was interested in everything and everybody, and greatly enjoyed following different members of the family as they went about from one duty to another. He helped in gathering and preparing the vegetables, and took an interest in them throughout the whole course of cooking, even holding the handle of the kettle or saucepan sometimes while its contents were boiling. At dinner he always wished to be served from the dishes he had helped to prepare. It was his delight to assist (?) in making pies, rolling out cookies, setting the table, and so on. The barn, his old place of interest, maintained its charm, though his nervous fear of horses and cows has not yet been fully overcome. Sometimes, when Dobbin was in his stall, Miss Brown and Tom would pay him a visit with a nice basket of apples, cornhusks, or whatever might be the equine delicacy of the day. Tom would not dare to feed the horse himself but would surrender the basket to Miss Brown, push her gently forward, and then, when he afterwards felt in the basket and found it empty, he would laugh, make the motions of eating and say "horse." Before starting out on a drive he generally asked to see the horse, and took great pleasure in patting his side, but could not be induced to feel of the legs or feet. Occasionally Tom's courage would rise high enough for him to venture patting the cows' heads through the openings of their stalls; but

the daring feat would cause him to call out "cows! cows!" so vociferously that the bossies became as frightened as himself. However, he made an attempt at milking before the summer was over, which proved that his fear had lessened, though he always took good care to keep the person of his instructor in the art of milking well between himself and the cow during the operation.

A swing and hammock had been placed near the house, but not near enough for Tom to find his way to them alone. Kindness prompted invention, and a communication was effected by rigging a high wire, with an iron ring running on it, to the desired tree, and attaching to the ring a cord which Tom could easily reach. By this means he could guide himself to the swing and return when he chose.

In one of his adventurous roamings, Tom thought he would follow the course of the stone wall. Unfortunately he stepped into a hornets' nest and was badly stung on legs, hands and face. His friends did what they could for him, but Tom wanted to go at once to the pump where he laved his wounds in the cool water till the furious pain subsided. He had the idea that a cat was responsible for his hurts, and cried out "cat! cat! cat!" this accident thus increasing his fear of that animal. His teacher showed him a dead hornet and tried to convince him that such little creatures had stung him; but he found it difficult to conceive of these diminutive insects as the cause of his great pain.

On his return to Jamaica Plain Tom was promoted into the regular kindergarten classes to pursue the course as far as possible with the other boys. His day's programme consisted of the following :

A.M.

"Morning Talk" and Writing.

Gift.

Sloyd.

Gymnastics.

Articulation.

P.M.

Reading and Number Work.

Occupation.

Evening Reading (by the teacher.)

All was progressing finely. Tom had been much interested about beechnuts, acorns, chestnuts and horse-chestnuts in the "morning talks;" had learned to crochet chain stitch and commenced to knit a bag in his sloyd class; had made a good beginning in his other lessons, and was having the Ned and Beppo stories read to him by his teacher — when scarlet fever broke out in mild form and Tom was a victim! He was established in a little building which had been fitted up for use in sickness, and placed in charge of a nurse. During his six weeks' quarantine he missed the companionship of the teachers and boys exceedingly; but he was very docile and not ill enough to suffer much. It must have seemed a great mystery to the dear little fellow that he should be shut off from all his ordinary associations, even with the kindest of nurses to care for him. His experience of the text: "I was in prison and ye visited me," was perforce a meagre one, for as he lay ill in bed his teacher could only communicate with him by rapping on the window. The jar caused by this was felt by the little invalid and responded to by radiant smiles and the spelling of her name. He was supplied with books, and, as his illness was slight, he read a good deal; so that although he lost in

the practice of giving out language, he gained some fluency in reading. At the end of about six weeks he was sufficiently convalescent to be sent to Wrentham to grow strong again. It was not long before he was toddling about the house in his old fashion, looking after the cooking, helping to set the table, trying his hand at wiping dishes, and so on.

One of his self-appointed tasks was the oversight of the cookey and doughnut jars and the supply of rolls and biscuits. If he came to the conclusion, after due inspection, that the stock was not sufficient to meet the probable demands of the next day, he would make the fact known with proper urgency. On a few occasions he took matters into his own hands; at one time having commenced to make a fine batch of biscuits by pouring the contents of the soda can into a pan of sour milk, and at another having started to brew a liberal portion of tea for the family supper. Inopportune discovery always foiled him in these ambitious undertakings, though he was eminently successful in some deeds of mischief, such as throwing small utensils out of the pantry window, putting soap down the pump, and so on. When Miss Brown went to Wrentham to see him (having been engaged in other teaching at the kindergarten during his illness), his housekeeping responsibilities were not laid aside even in the joy of greeting her. Evidently one of his thoughts was: "Another person at dinner—an extra leaf in the table;" consequently he manifested what was to Miss Brown a puzzling desire to gravitate toward the dining room. As soon as the time to get dinner arrived, up jumped Tom, pulled apart the table, fetched the leaf and put it in place. "Let us do honor to our guests and give them generous comfort!" would be Tom's motto as a householder.

Among the delights accorded to Tom at Wrentham was the privilege of playing with several articles of absorbing

interest, generally tabooed for children. The meat grinder was one, the apple parer another ; a little coffee mill, an old egg beater and the sewing machine continued the list. The meat grinder, however, carried off the palm, even though its charms were contested by so important a rival as a sewing machine ; for one was allowed to take the meat grinder to pieces and put it together again ! As it was composed of several small parts quite difficult to readjust, Tom's perseverance was put to a good test ; but he spurned all help and tasted to the full the satisfaction of achievement.

During the intervals of housekeeping and the study of mechanics Tom took time to finish the knitted twine work bag which he had begun in his sloyd class. He also read and re-read his book of "Little Stories," the first perusal of which absorbed him to such a degree that he could scarcely be induced to leave it even for dinner.

The stormy weather kept him in the house during most of his stay at Wrentham, but the gardening experiences of the previous summer were not forgotten. The first time he was taken outdoors he asked to see the corn and beans. The corn stubble and bean poles were all that could be shown him, but he seemed to acquiesce in such a state of affairs, feeling grateful perhaps that Jack Frost had left even these ungainly reminders of the luxuriant corn and beans.

It was not until Jan. 3, 1894 that Tommy was again regularly established at the kindergarten. At first it was a little difficult for him to settle down to his class work. He apparently felt somewhat like the boy who said that the time he most wanted a vacation was just after he had had one. But he applied himself bravely and was soon working in the accustomed ways. He was glad to see his special friends,—Fred, Charles, Lyman, Jimmy, and Guy. He threw his arms about Lyman and Jimmy of his own accord,

and kissed them. (At another time, meeting Fred after an absence, he actually cried for joy.) He called all the old boys by name, and asked the names of the new ones: but the new boys did not make much impression upon him; he would merely remark occasionally that So-and-So was "new." As it was near the first of January, Tom and Fred exchanged New Year's gifts; Tom receiving a pretty neck-tie and presenting in his turn the precious egg beater which he had been permitted to bring to town as one of his treasures.

The mantle of household care did not drop at once from Tom's shoulders on returning to a scholastic atmosphere. For several days he was quite uneasy when the vegetables were served at dinner,—spelling: "Down stairs! Down stairs!" designating that he wished to inspect the stock of supplies from which the vegetables came. So one day he was taken down to the storerooms, and was much gratified at the bounty there displayed. The barrels of sugar, crackers and oatmeal particularly pleased him.

It must not be inferred from these accounts of Tom's housekeeping interests that he is greedy or over-fond of creature comforts. He is a particularly generous child and delights in sharing with others. When an express wagon was to be bought for him he was taken into Boston to select it for himself. At the same time some bananas were given to him, and almost as soon as they were purchased Tom began to name the boys with whom he wanted to divide them. Again, at dinner one day, Lyman gave Tom three pieces of candy. Tom thanked the donor, gave one piece of candy to Miss Brown, one to Jimmy and ate the third himself. It made no difference in his desire to bestow when he found that his teacher and Jimmy each had candy already from other sources. "Throughout the summer," says Miss Brown,

"when Tom has had candy he has always offered to give some to those around him ; even on one occasion extending his generosity to the horse !"

Tom is not only ready in giving, but he has shown himself cordially grateful for the favors he receives. When he was in the country Miss Greeley sent him a little clock with raised numbers on the dial plate and the glass face removed, thinking he could learn to take care of it and to tell the time. He wound it regularly, had it in his room at night, and took the greatest pride and satisfaction in it. On returning to the kindergarten and seeing Miss Greeley, the first thing he did was to spell "clock" with his fingers and say "thank you" with his voice ; and often afterwards in meeting her he would greet her as freshly as at first with : "Clock. Thank you !"

That Tom is dexterous in the use of tools might easily be guessed from his skill in putting together the meat grinder and a spinning wheel which he had mischievously taken apart. Miss Greeley has a box of tools in her room and Tom is allowed to examine and work with them when he visits her. When he comes into the room he says : "Please give me the box ;" and then, permission being given, he will amuse himself for hours, only going to Miss Greeley to inquire the name of some tool or to ask if he may bore holes or pound nails into pieces of wood. He uses the hammer, gimlet and saw, can bore holes well and put in screws with the screw driver. Miss Greeley has added whittling to her other amateur lessons in the use of tools, and Tom took to the jackknife quite handily. Only one cut resulted from the first trial, and the average certainly does not fall below that !

During Tom's scarlet fever and convalescence, Miss Brown's services had been devoted to sloyd work under the guidance of Miss Molander, the special sloyd teacher. As it

was necessary for Miss Molander to return to Finland at the end of the year, and as Miss Brown showed much aptitude as a sloyd teacher, it was deemed important to have her continue in that department, putting Tommy under the care of a new teacher. The new teacher, Miss Conley, entered upon her duties Feb. 1, and has therefore had charge of Tommy during almost all that part of the school year in which he was well enough for study. Miss Conley's spirit and methods being much the same as those of her predecessor, little Tom's progress has not been hindered by the change. In fact, he and Miss Conley have accomplished a great deal in their six months' work. The following brief summary extracted from Miss Conley's record book, under date of June 26, will give an idea of the progress which has been made.

Tom has kept up with his class in all the gift and occupation work.

In the "morning talk" he has studied the fish; advanced to the higher grade of turtle, alligator, lizard and frog; and from these to the bird world, studying the robin, quail, duck, mud hen, hen, rooster, parrot, hawk, peacock, etc.; learning their characteristics and to distinguish each readily by the touch.

In writing he began by drawing vertical and then horizontal lines from one prick to another on paper, progressing from this to the use of the writing board, on which he learned to draw vertical and horizontal lines without having the pricks to guide him, and to combine them into right angles. He can now write six letters of the alphabet: i, o, a, c, d, b.

He has finished and reviewed "Turner's First Reader" and begun "The Little Ones' Story Book."

In number work, teaching by objects alone has been discontinued, and he can now add, subtract and multiply very readily with abstract numbers up to 25.

In articulation much time has been spent in drill on the long and short vowels and other elements of speech. The following are some of the words added to his vocabulary :—*dog, cat, cow, hen, horse, lamb, fish, beef, veal, pin, pink, wing, fork, spoon, paper, cracker, Fred, Charlie, Miss Greeley, Mrs. Davidson, Miss Conley, Mr. Fisher, Mrs. Fisher, Miss Wood, Dr. Brackett, Miss Carrie, soup, bread, butter, water, dinner, supper, bed, bad, good, no, one, two, three, four, five, six, seven, eight, nine, ten, not, cold, cornbread, sorry. What is it? It is hot (or cold). I will be good. May I go? Please give me a book. I am sorry I was a bad boy. I have been to walk. I have a new dog. His name is Beppo.*

The “morning talks” at the kindergarten are always of great interest and profit to the children and Tom enjoyed his share in them very much. During the past year the main subject has been back-boned animals, and the children have had models or actual specimens to examine. In the first talk about the fish, Tom was much interested in the back-bone, feeling it carefully from end to end and then passing his fingers up and down his own back-bone to show the correspondence. The fins of the fish seemed to possess a special attraction for him; and when the stuffed hen was shown him one day in connection with his reading lesson, he spread the tail out, moved it back and forth and spelled “fin!” On discovering the eyes, nostrils, mouth, etc. of the frog model he pointed to similar features of his own, and when he found joints in the frog’s hind legs he immediately began looking for the joints of his own body and found nearly all. Being questioned out of class about the fish, he spelled readily :

The fish has a back-bone.—The fish has fins.—The fish has a heart.—Fish swim [giving the motion of swimming that had been shown him.]

'Describing the duck from memory he said :

The duck has two feet.— The duck has webbed feet.— The duck has two eyes.— The duck has feathers.— The duck can swim in the water.

Tom learns much about nature in his walks. His investigating little fingers are busied with every stone, plant, and creature with which he comes in contact. He names the familiar trees, flowers, berries, nuts, etc. as he finds them, and has learned from the barberry bush, so plentiful in the Boston suburbs, to quickly avoid thorns. One day he came across a caterpillar on a stone wall. He knew at once what it was, and allowed it to crawl over his hand and arm at will, showing no fear but, on the contrary, the greatest delight. He has learned his way over quite a portion of the Jamaica Plain neighborhood, keeping his route by various little landmarks, though he is, of course, never trusted alone.

One day, in his reading lesson, the word "few" attracted Tom's attention. He paused, spelled it over again, and then spelled the word "dew," repeating each several times, and evidently enjoying the similarity in spelling quite as much as a person with hearing enjoys a rhyme. At another time the word "axe" occurred in his reading lesson. Immediately Tom was all animation and full of memories. He made his teacher understand,—eking out his scant language with explanatory gesture,—that an axe was for cutting wood, that it was kept in the cellar, and that Miss Brown had shown it to him.

Tom's powers of observation and memory show themselves in numberless ways. For instance, feeling in the mood a certain morning, he took up his rubber doll and put it through a performance of all the gymnastic exercises he himself had had in class, ending with some of his favorite kindergarten games, in which the teacher, doll and Tom

took part. At another time, wishing to give pleasure to Miss Brown after an absence, he went through a new set of gymnastic exercises in perfectly correct order, though he had only had them once in the gymnasium.

Apropos of gymnastics: — Once when Tom's teacher went to his room at bedtime to see if all was right for the night, she found Tom on his knees in the attitude of prayer, his arms flying about in the air. He was going through the movements "head backward bend! arms upward stretch!" and others. He had been to the side of his roommate's bed a few moments before and found him counting his beads; so it had entered Tom's head to invent a ceremonial of his own. Later, he hung his old watchchain on his bed post, in imitation of the rosary which hung upon that of his roommate.

Tom took his teacher's hand one morning, gave it a particular shake and said "Fred." The peculiar touch or motion was immediately recognized, though Miss Conley had never thought of noticing it before. Then, grasping her hand again and shaking it in an entirely different way, he said "Parker." This, too, was recognized as thoroughly characteristic of the person named.

Tom's clearness of mind displays itself in his arithmetic, of which he is very fond. His replies to questions regarding combinations of two or three numbers up to twenty-five are generally correct and prompt. His teacher reports a question given in one day's lesson: "I went to the store and bought twenty oranges. I gave Tom ten, and Fred six. How many did I have left?" To which the reply, "four," was given before she thought he had fully comprehended the question. Estimating distances, areas, weights,—measures of any kind — is one of his hobbies.

As a rule Tom is docile though slow; but his docility

sometimes gives way to freaks of obstinacy, and his slowness might often be not unfairly accounted for by laziness. Both these faults, however, are much less noticeable than a year ago. Then the attacks of obstinate resistance were frequent and formidable, and the slowness at times extreme. But with the greater mental awakening, greater power of expression, and more varied occupations, he is less difficult in disposition. Much effort has been expended toward getting him to realize that time and opportunities pass by, that each hour brings its duty. His pet clock with its raised dial figures has been a helpful little monitor; and the methodical bent of his mind has also helped in this direction.

His unwillingness to take the trouble to talk has retarded his progress in language, though he has made a fair advance during the past year. He is quick to seize ideas, however, which is a great help to his teacher. One entry in Miss Conley's diary is:

It is so hard to get Tom to answer questions. Today I said, "what have you been doing?" He replied: "I have been ——" then stopped, and only after three-quarters of an hour's waiting would he say: "playing with my cart."

At another time, knowing that he had been over to the girls' building, but wishing to make conversation on his return, his teacher asked: "Where have you been?" With a heavy sigh, Tom began to spell very slowly indeed. After a great tax of his listener's patience, he spelled: "I have been — Loring," hoping that the omission would be passed over and that he would be spared the exertion of forming the whole sentence. But finding that his teacher was paying close attention and being asked to repeat it, he said: "I have been to see Miss Loring." "When Tom came into

the kindergarten today at half past two," says another teacher, "I asked him what he had been reading about, but could get nothing from him except that peculiar smile which Tom puts on when he has made up his mind not to respond. Instead of allowing him to go right on with his regular work, I had him stand and wait, telling him that he might take his seat when he told me what I had asked him, which he did not do until four o'clock." The next morning when Miss Conley went to waken him, he spelled instead of the usual "good morning:" "The duck said quack!" which was what he had been reading about the day before. Finding that she did not understand him, he said again: "The duck said quack! Bad! Bad!" wishing to tell her his trouble of the day before. And later in the day as he met each of the teachers, he spelled at once: "The duck said quack!" as if trying to make up for his lack of readiness on the previous day.

Teaching articulated speech to children like Tom is a slow and arduous task; but very satisfactory progress has been made. His emission of voice is quite faint, but stronger than a year ago. Care is taken to encourage but not force it. He uses spoken words quite frequently, but his stock is as yet small. He can ask for almost all that he needs at table: "Please give me some bread — butter — potato — tomato —" etc., and addresses several people by name. When his teacher was occupied one afternoon, she gave him something with which to amuse himself. Having tired of the object, Tom went to her and said: "Please give me a book?" At another time, when he was reading, he came to the word rabbit. He knew there was a stuffed rabbit in the cabinet and expected that Miss Conley would get it and show it to him. As she showed no intention of doing so, Tom thought it worth while to use his own powers, and

said: "Please give me the rabbit?" Needless to say that he had it!

On a certain Sunday when the other boys had gone to church, Tom was left to his own resources. Going to the door of his room to see that he was all right, Miss Conley found him sitting Turk-fashion in his rocking chair, saying aloud all the words he knew. Sometimes he made several trials before pronouncing the words to his own satisfaction; but when satisfaction was attained, he would spell "why, yes! why, yes!" with his fingers. When the words did not come to his recollection fast enough, he would tap his head and spell "think!" after which another word would be spoken. Finally, when he seemed to have exhausted his powers of recollection, he trotted over to his play drawer, examined the different articles, shut the drawer and returned to his chair; upon which he spoke the names of the toys he had found in the drawer. Nearly an hour was spent in this way.

Tom has a sense of humor and appreciates fun even when it is at his own expense. The question: "What is your name?" having occurred in the reading lesson, Tom's teacher had said to him: "And what is *your* name?" Tom was naughty about replying, but finally, after having to stand on a chair a short time, he consented to say: "Tom." The next day, when his book was opened for a new lesson, he turned the leaf back to the old one, found the line: "What is your name,"—shouted "Tom!" at the top of his voice, made a motion in the direction of the chair, smiled as much as to say: "What a fuss I made over nothing!" and then settled himself down for the new reading.

He is fond of frolicking. Miss Greeley went to his room one evening and found him sitting up in bed, with his pillow on his head, rocking back and forth, laughing. So she

treated him to a little romp, after which he settled down contentedly, saying: "Goodnight. Asleep."

When he was taken to the photographer's to sit for his picture, he had no idea why he was placed in so many different positions. After reaching home he posed for the entertainment of the kindergarten family, taking exactly the same attitudes as at the photographer's.

At the annual exercises in the Boston Theatre, Tom was to take part in the clay modelling by making "the egg so smooth and round that held the wonderful secret." He was in very high spirits, and as he sat at the front of the platform working with his clay, would often break into irresistible laughter. Knowing that some cause must exist for his hilarity, an investigation was made; and lo! instead of the two eggs which it was nearly time to show, he had about a hundred little atoms of clay. He had rolled with such vigor that the moisture had become absorbed from the clay and it had crumbled into fragments, which Tom thought a very funny proceeding on the part of the clay.

Tom's letter to Mr. Anagnos last summer may be interesting. The penmanship was not his own,—he merely held the pencil while the teacher guided his hand; but he dictated the entire contents. The letter was written from Wrentham, at the beginning of July, 1894.

Dear Mr. Anagnos: It is July. June has gone. Fly. Parker has gone to cut grass. Few. Stone wall. Good bye.

TOM.

a b c d e f g h i j k l m
n o p q r s t u v w x y z

When Tom sat down to write his letter he was fresh from a conversation with Miss Brown, and a notable fact had just been conveyed to him. For a long time it had been June; but now it was June no more. July had come! *That* should be the first item in his letter. Then he cast about in his mind for something else interesting, and there occurred to him that curious word "fly," which was such a queer thing to ponder over that Mr. Anagnos would certainly like to hear of it. "*Fly* a kite." "Birds *fly*." "A *fly* is on my face." Extraordinary word!

"Parker has gone to cut grass." A very good item. Parker was evidently the little boy's hero; and of course, grass cutting was both important and delightful.

Next came a period of stress, probably. What *should* he say? Oh! there was something else very strange that he had been thinking about lately. That word "few." It had been in a reading lesson a long time ago, and he had just found it again in his reading. Rather a pleasant word to spell, but an odd one to fit a meaning to! The spelling always took his attention from the meaning.

Another period of thought resulted in a capital topic,—a whole story in itself! "Stone wall." Nice to walk by; helps you to keep your bearings so well. But the words "stone wall" sent from Wrentham meant tragedy. Smiling happiness, hidden enemies, disaster! Oh! that dreadful day when he stepped into the hornets' nest!

However, he must not say too much. A great deal of ground had already been covered and these exciting memories were rather exhausting. So he would now close succinctly with "Good bye, Tom." Yes, one thing more! There was a certain way of arranging the letters of the alphabet in one of his books. Perhaps Mr.

a b c d

Anagnos would like to know about that. So there was a postscript,— etc., faithfully continued up to z — which surely made an appropriate ending!

Tom's summer of 1894 was as happy as those of preceding years spent at Wrentham. He found amusement all day long in house, barn, tool and carriage house, dooryard, garden and field, gaining knowledge on every side and living the simple, kindly-nurtured life so good for the body, mind and spirit of a child. There is no doubt of Tom's appreciation of Wrentham. He enjoys its atmosphere of good will and reciprocates with feelings of friendliness, even toward the church, which is for him a place of tediousness where there are hours of sitting still, hearing nothing, seeing nothing and doing almost nothing. On the last Sunday of his stay he was observed kissing the pews and step railing as he passed them in going out after service. He knew he was to leave for the city in a few days and thought he would say good bye.

The beginning of the new school year finds Tommy established in the primary department as a regular member, spending only the period devoted to the "morning talk" in the kindergarten. He is in excellent health, and in a fair way to make great strides in physical improvement, since, through the philanthropical interest of Dr. Brackett and his teacher, he is undergoing a treatment of medical gymnastics in addition to the gymnastics of his class. Being about five years old, yet with the habits of a mere baby when admitted to the kindergarten in 1891, his muscles were in very poor condition, and it is difficult to get them into a normal state. An adenoid growth, successfully removed during the past year, had also affected his physique quite seriously, the obstructed breathing having caused a noticeable depression in the chest. These bodily defects are being treated with

faithfulness and skill, and special thanks are due to the generous physician and the devoted teachers who give so freely of their best, not only to Tommy but also to the others who need their special work and care.

Tommy is now eight years of age. He is not a prodigy but a boy of excellent abilities, happy disposition and warm heart. Some of his qualities are admirable. He is faithful, generous, friendly, truthful, observant, neat (so careful about his clothes and belongings that dust and dirt are really distressing to him), and possesses an unusually strong memory and much dexterity in the use of his hands. All these his education at the kindergarten has fostered and developed and it is surely a cause of great rejoicing that a child so pitifully afflicted has found an environment suited to his needs. Here stands the kindergarten with its peculiar advantages for instruction; here, also, a skilful teacher devoted to her work. Beside them is this trustful little child knowing nothing of the straits which he is in, but lifting toward us a face beaming with friendliness and joy.

His continuance at the kindergarten and the special instruction required for him are yearly at stake. Both home and education come to him through the grace of benefaction alone. As far as his small power extends he is generously and carefully provident for the welfare of others. Can we deny him in his necessity?

These words may serve as the *open sesame* to the feelings and sympathies of those who are able to contribute towards Tommy's education. As was touchingly stated in Miss Poulsson's account for the year 1893, this child has been set in our midst,—a loving, trustful creature, making his way against odds which

remain appalling, lessen them as we may. He has no hope for more than "the meat which perisheth" if he is cast back into his former circumstances; and the life which is "more than meat" flows through channels which generosity must keep open. The public has been very generous indeed; yet money is absolutely needed to pay the annual expenses for his board and tuition. Shall not dear little Tommy have further cause to say "I thank you for lending me a hand at my need"?

ANNUAL RECEPTION.

For trusteth wel, that erles, dukes, kinges
Were gathered in this noble compaignie.
For love, and for encrese of chevalrie.

CHAUCER.

The annual reception of the ladies' visiting committee at the kindergarten buildings in Jamaica Plain is an event, in which the community always show very great interest. The large number of persons, who are glad and even eager to attend the public exercises of schools and colleges all over our land, surely furnish us with one of the best arguments for the belief in the aspirations, the strivings for better things of humanity in general. How does the pessimist, the believer in the total depravity of the human heart, explain the delight felt by the public in all that pertains to the education, growth and development of youth? And if this delight in the progress of the

normal child be great, how much greater is it in the case of the maimed lambs of the flock, who have been rescued from the jaws of ignorance, poverty and despair only by a mighty effort?

We prize and measure results by the efforts, the human labor they have cost, and by the sympathy and love which have inspired that labor. Therefore the people of the greater Boston gather in ever-increasing numbers at the spring festival of the kindergarten, which is an Easter festival in the truest sense of the word, a celebration of the resurrection of the human spirit from the depths of darkness into the realm of light and truth.

The spring reception was held this year on April 23, nominally at three o'clock, but the anxiety of the guests to see all that was to be seen and to avoid the crowd, brought streams of people to the older building long before the appointed hour. Among the visitors were many well known people, and a long array of carriages filled the street in front of the kindergarten all the afternoon.

Mrs. Thomas Mack and Miss Caroline Derby, of the visiting committee, received a host of callers in the main reception room, while Mr. Anagnos and Mrs. Julia Ward Howe greeted them in the hallway. Mrs. William Appleton received the guests in the girls' building. In addition to these ladies the other members of the visiting committee present were Mrs. John Chipman Gray, Mrs. E. Preble Motley, Miss Clara T. Endicott, Miss Laura Norcross, and Miss

Annie C. Warren. Miss Grace White, Miss Elizabeth White, Miss Winslow and Miss Gill acted as ushers, thus adding a new and charming feature to the occasion.

Little Tommy Stringer, the deaf, dumb and blind child, attended by his teacher, was surrounded by an interested and admiring crowd of people. He is now able to carry on a conversation in the finger language and has a large vocabulary. He is also learning to speak and can articulate a number of words. On receiving a bunch of Mayflowers, he said "thank you," repeating the words several times and spelling on the palm of his teacher's hand "pretty flower," while he smelt their fragrance.

From three to four o'clock the guests visited the different departments of the kindergarten, and wandered at will up stairs and down, through the boys' and the girls' building, both of which were thrown open from top to bottom. It was good to see the little folks, their faces lit up with intelligence, sitting at the low tables and reading in their books with their finger-tips, or stringing beads and cubes. Each child had a name for its long string, calling it a steam car, wheel, necklace, or some other object suggested by a lively imagination. Some of the little people sewed elaborate designs in card-work, while others arranged tiny cubes, or cylinders in a variety of forms, thus combining work and play according to the delightful method of the wise Froebel. Not the least interesting department was that where the chil-

dren were sewing and knitting in accordance with the sloyd system.

Four o'clock was the hour fixed for the exercises in the hall. At the sounding of a bell, a carnation was given to each child, and forming in line, they marched to the music hall which was soon packed to its utmost capacity with interested beholders.

On the platform, in addition to the pupils and teachers of the kindergarten, were Dr. Samuel Eliot, who presided, Mrs. William Appleton, Mrs. Julia Ward Howe, Bishop Lawrence, Mr. Joseph B. Glover, Mr. Edward Jackson, Mr. Henry Marion Howe, and Dr. Arthur Little of Dorchester.

The first number on the programme was a chorus, "Queen o' May," in which all the little girls took part, their fresh young voices showing careful training. Next came a duet for the piano played by Charles Amadon and Frederick Walsh in a very creditable manner. Little Margaret Coberg then recited Sarah Orne Jewett's "Discontent" in a way that charmed her hearers. She spoke slowly, clearly, and with an absence of the parrot-like quality which sometimes distinguishes juvenile performances of this nature. "The Windflower," a trio for boys' voices, composed by Miss Cornelia C. Roeske, elicited a well-deserved encore. Miss Roeske is herself a graduate of the Perkins Institution, and is now the music teacher of the boys at the kindergarten. Her work as a composer does her great credit. A violin duet was beautifully executed by Sophia Muldoon and Grace

Wagner. Dr. Eliot then introduced Bishop Lawrence as the speaker of the afternoon. As he himself said, it was a difficult task for the successor of Phillips Brooks to speak where the eloquence of that great and noble man still seemed to sound in the ears of his hearers. But Bishop Lawrence spoke with a voice so tender, so full of emotion, that he did not fail to move his audience.

ADDRESS OF RT. REV. WILLIAM LAWRENCE, D.D.

My friends, I have now been a few months the successor of Phillips Brooks, and I may say that I have never felt so completely inadequate to take his position as I do at this moment. His heart was always so full of pity for humanity and always held its childlikeness so completely that when he came into the presence of a suffering child or into the presence of one that had been bereft of any of the advantages of childhood, he was at his best, and he exhibited such sympathy, such natural delight in the delights of children that I feel his greatness was more great in those associations than even as a preacher. On that account, I say, I feel very helpless and very inadequate to express what I have to say this afternoon.

Turning for a few moments from this kindergarten and from our questions as to what we can do for the kindergarten, it seems to me that the first question that we have to ask ourselves is, What has this institution for the blind of which this kindergarten is a part done for us? I feel that what it has done for the community is far greater than what the community has done for those for whom it was founded, the blind. I know of no institution in this state in which the state has taken such pride, and in which it has such a right to take pride, as the institution for the blind.

When Dr. Howe undertook the work, and in the name of the Master said "Ephphata," and the senses, so far as she had any, of Laura Bridgman were opened, it was a fact which became known world-wide, and Boston was blessed, and received the benediction of the country due to that one great work. I feel, therefore, that we have good reason to take very great pride in this institution, which has done a great thing in bringing before our entire country the philanthropy, the patience and skill of the people of Boston as represented in the sympathy and in the skill of Dr. Howe. The work of this great philanthropist has gone on, and in the person of him who is now at the head of the institution its ministry is being continued in the same spirit.

But beyond the great satisfaction that we can take in this establishment from what it has done for us in recalling to us the dignity of philanthropy, I feel also that it has done this for us. As year after year the reports have been sent to me, and I have scanned them through, the one impression that has come over me has not been so much the wonderful work that has been done for the blind as the wonderful patience and thoroughness with which the work has been done, and it seems to me that the teachers of this institution, the teachers who are now here and who have gone before, have done a great work for the teachers of the whole country in showing to them what thoroughness, what patience, what skill and what dignity there is in the work of a teacher, and how patience and skill and all that goes to make up a teacher will make the blind to see and the deaf to hear.

I feel, therefore, that there can be no better object-lesson for the teachers of this community than to come and see with what quiet, patient perseverance, and with what exactness and thoroughness, the teachers of this institution have done and are now doing their work.

Thus, my friends, I feel that it is not so much that the institution for the blind and the kindergarten is under obligations to

the community, but that the community is under great obligations to it for the work that it has done for us, and for the inspiration that it has given us. And now as we come to hear this object-lesson, I feel that what these children are saying to you by their bright and intelligent faces, and what they are telling you through their songs, and through that wonderful illustration of the compensations of life in the loss of senses as was seen in the quick response with which those boys answered to the call of the piano in telling the notes and the keys that were struck, must have appealed to your hearts as it has to mine.

Again, this institution through that illustration has suggested to us another obligation in relation to the compensations of life, if only we will take the drawbacks of life and the trials of life in the patient spirit with which these children take them; for it is wonderful how with the loss of sight, the sense of touch, and the sense of hearing, the exactness and quickness of attention of those children are brought forward, and how in those compensations they are enabled to enjoy the use of certain senses with a keener enjoyment than we do, so thorough has been their training and so exact has been the work.

But more than this, one of the beautiful features of this institution was expressed just now in the words of a teacher, but which has been evident to you all, and to secure which is the aim of those who have charge of children,—their lack of self-consciousness. I do not know that there is anything that leads children to self-consciousness more than the wrong use of their sight, the realization of the fact that they are being seen. These children, of course, have the other senses which must sometimes bring to their thoughts the fact that they are centres of interest, and it must require great effort and great patience to keep them from being self-conscious, but as we have talked to them down stairs and as we have heard them speak, we can not but feel that the teachers have been eminently successful in keeping them childlike.

And now I speak of the kindergarten. It has been already suggested, and you already know, that this kindergarten is burdened with debt, and that it calls for generous gifts. In response to what this kindergarten is doing for us this afternoon, and what the institution as a whole has done for the community, it would seem as if we should consider it a privilege to do our part in expressing in ever so slight a way our sense of gratification at the work that has been done.

If I may not seem too personal,— I spoke at the beginning of one in whose position I stand,— I speak now of another. Near the close of his life my father underwent an operation for the removal of a cataract. I was present in the room during the operation, and as soon as it was over, the physician told him that he must be perfectly quiet. He said, “I have only one thing to say, a little matter of business,” and then he turned to me and said, “I wish that you would go down stairs and send a check to the institution for the blind.”

Now it seems to me that if any of you have received any benefit through the increase of the skill in surgery, if any of you have ever had any help brought to you through the kindness of physicians and the goodness of the Great Physician, if any of you have children who are now enjoying all their senses, I can not think of anything that would be more gratifying and that would be more appropriate than that you should send your check in gratitude to the kindergarten.

At the conclusion of the Bishop's address, tiny James Cunningham, who seemed not much larger than a bird, and not able to chirp much louder, recited “What a Bird Thought,” in a charming way. The girls of the primary class then sang a chorus entitled “Little Dandelion.”

An exercise which called forth many expressions

of wonder and delight from the audience consisted in the correct naming by the scholars of the music class, of every chord struck by the teacher. Miss Roeske played a number of chords on the piano, calling on the boys in turn, to describe each chord, and to give the musical key to which it belonged. They did this with great facility, one boy, Wilbor Dodge, proving anew his right to the title of musical prodigy, by calling out, major or minor, dominant seventh, diminished sixth, or whatever the chord might be, almost before it had fully sounded.

The finale was the "Heart Sunshine Waltz," played by the boys' orchestra, and composed by their teacher. It brought into play zithers, bells, piccolos, drums, triangles, and a number of other instruments suitable to the age of the childish musicians. It was executed in perfect time, with much spirit, and was received with delight by the audience who called for an encore.

At the conclusion of the children's exercises, Dr. Eliot made an address in behalf of the trustees of the kindergarten and of the ladies' visiting committee.

ADDRESS OF DR. SAMUEL ELIOT.

The programme for the afternoon is now completed so far as it has been written out, and I wish it were altogether completed, instead of my being called upon to break in upon it, as it were, with some of those remarks with which the old friends of the kindergarten are already too familiar. I read in the account of Edith Thomas given in the very interesting report of our director

and published a few weeks ago that quotations, as she expressed it, make her miserable. Addresses in which I am concerned at the close of exercises like these make me miserable, for I feel entirely out of place. At the same time there is a necessity of appealing to the generous instincts of a generous people, and one that repeats itself from year to year as our work goes on, and as our means of carrying it on satisfactorily and completely are not yet gained. The old servant of a Scottish laird told his master that he must leave him for the master was always in a bad temper. "Aye, but John," said the master, "it's nae sooner on than it's off." "Aye, Aye, laird," said John, "but it's nae sooner off than it's on." I feel as if these repeated appeals for the kindergarten were no sooner made than they began again.

However that may be, we can speak with honest satisfaction of what has been done. You see many signs of it this afternoon in these children's songs and recitations and musical performances, but, of course, you do not see one-tenth part of what is going on here day by day, or what is going on in our parent institution at South Boston. You must visit both places; you must become familiar with the lives within these walls before you think that you begin to understand them. But you see enough even in exercises like these to be convinced that a work has been accomplished, not is to be, but has been accomplished, and for that work we are all of us very grateful. I for one feel deeply grateful to our director and his assistants, and even to these children, for what has been done. Bishop Lawrence did not say one word too much on the side of the obligation which you owe to them. It is an obligation which we cannot fulfil merely by spending a few hours here, or by giving a few dollars to sustain this holy enterprise; yet it must be sustained, and in fuller measure than it has now reached, or it must suffer.

We have today in the kindergarten sixty-nine children, and there are twelve waiting to be admitted. If they were all here, we should have, as you see, more than four score to provide for,

and yet there is not a corner into which any one of these twelve children can be thrust. I do not, however, think it so urgent that the number of children should be increased as that the children already here should be amply provided for; otherwise there must come a check to the work as it is going on, and there must be discouragement to the director and his assistants. Therefore I plead for them that the work as it is, not as it is to be, may be fully and adequately sustained. For that we need money to pay for the debt which we have incurred chiefly in building the fine structure in which we are assembled this afternoon, a debt now amounting to eighteen thousand dollars, while to meet the expense of the kindergarten as it is constituted we need about four thousand dollars a year more than we have. These are our pecuniary wants at this moment:—eighteen thousand dollars to pay off the debt on the buildings of the kindergarten, and four thousand dollars additional income to provide for its current expenses until the whole amount of the endowment fund is obtained.

We have been greatly helped in our current expenses by the ladies' visiting committee, in whose name this assemblage is called here this afternoon; and I rejoice to say that it is now not only a visiting committee of this neighborhood, but that the good work is spreading, and that there are ladies present today from Worcester who have organized an auxiliary association and are contributing to our wants. If we could have such an auxiliary in every large town in the Commonwealth, probably the four thousand dollars additional income would soon be provided for; but whether we have the auxiliaries or not, whether the four thousand dollars come in or not, you may be sure that this work will never languish, for having once been begun, it must be carried forward. The stars of heaven in their courses fight for it; all the currents of humanity, of human interest and of human beneficence, are in its favor, and it must come at length to that happy haven where it will not lie inactive, but be so relieved from any sense of insecurity as to grow in all its powers of doing good.

For this I am here to plead at the director's request, and at the request indirectly of the ladies' committee, and for it I plead with all my heart. "Why is it," said an amateur fisherman to an old fellow whom he had engaged to take him out on a river to catch the trout which swam there, "that you catch all the fish and I catch none?" "Because," said the old angler, "I'm fishing for fish and you're fishing for fun." Now I am not fishing for fun. I am fishing for fish this afternoon, and I want to catch some very big ones, if possible, but the small ones will play their part, and give their proportion of encouragement, if we can catch them. Mrs. Mack, who is kind enough to perform the service for us, will be found seated near the door as you go out, and she will be glad to take any small offerings, any subscriptions to the membership of this auxiliary of which I have already spoken, and which needs to be very much enlarged.

I do not think I need to say anything more. These children have pleaded their own cause. How can I plead it half as well as they have done? Yet among the memories that have been revived within us the last week in the great celebration of the new holiday to commemorate the old, old story of our fathers' heroism, there is just one touch that comes home to us this afternoon. When Isaac Davis, who fell by the first fire at Concord, left his home in Acton on the morning of the 19th of April, 1775, he turned back to his wife, and before marching away with his minute men said, "Hannah, take good care of the children." He never came back alive, but we may be sure that those children were cared for, and that their descendants are still in existence to prove that a man who dies for his country does not die in vain.

Let us take care of our children. Let us be very sure that we do take care of them, and let every one of them gathered here have reason to be glad and thankful that such a home has been provided for them by the generous people of Massachusetts.

These exercises are now closed.

Dr. Eliot's appeal was so earnest, urgent, and withal so whole-souled, that it had an immediate effect on the audience. A number of persons at the close of the exercises went directly to the desk of Mrs. Thomas Mack, the acting treasurer in the absence of Miss Olga E. Gardner, in order to give in their names as members of the ladies' auxiliary society, and to pay the annual subscription.

But the results of this interesting occasion cannot be measured by the receipts of money alone. As the guests wended their way homeward, all felt that they had gained much valuable information concerning the work of the kindergarten, while the sight of the happy but sightless faces and busy little fingers had warmed the sympathies of each compassionate beholder and given him new inspiration.

All which is respectfully submitted by

M. ANAGNOS.

REPORT OF THE MATRON.

TO MR. M. ANAGNOS, *Director*.

SIR:— I beg leave to submit the following report of the kindergarten for the blind for the year ending September 30, 1894.

In order to look forward to the future of an undertaking with any degree of intelligent hope and expectancy a periodical review of what has been accomplished already is required,—a close examination of aims and methods together with a judicious estimate of cause and effect, and a clear knowledge of ways and means

The inception and early years of this enterprise have been characterized by a spirit of devotion and self-sacrifice on the part of all who share in the work ; by arduous labors in the effort to promote its best interests, and by a feeling of solicitude and real anxiety concerning its financial condition. While the laborers in this field have found full recompense for their services in the success which has attended their efforts, and while the rapid development of the kindergarten and the excellent work accomplished by it furnish an unanswerable argument for the further prosecution of the undertaking,—it is felt that a state of pecuniary independence is essential to the permanent well-being of the infant school.

We record with a feeling of gratitude the stimulating and valuable experience which the months of the year just closed have brought in their succession. The mental advance made by each pupil of the kindergarten, the physical im-

provement of the children and the good condition of health preserved in both households offer the best evidence of the character of the work done at the institution and of the painstaking care bestowed on its inmates.

The end of the year shows 58 children in the kindergarten. In September at the beginning of the new school term 18 pupils, 9 boys and 9 girls, were transferred to the parent institution at South Boston. This class is the first that has graduated and a reasonable degree of pride is felt in its fitness to prove the value of kindergarten training,—in its power to confirm the hope and meet the expectation of those who eagerly await the results of our work.

During the early part of the last year of their stay with us, the boys of this class formed an organization called The Kindergarten Primary Club. Its object they declared to be “free discussion and mutual benefit.” No one except members of the club was admitted to its meetings, and no grown person was permitted to join its membership with the exception of Mrs. Davidson, who acted as mentor and secretary. The disposal of the club’s limited funds was characteristic of the ruling spirit pervading the organization. The first money was expended for a suitable flower pot to hold a plant which the boys had grown for a dearly loved friend of the kindergarten. A little later a small amount was invested in a birthday gift to the “mother” of the household, and at the end of the year the sum of five dollars was raised by strenuous effort and given to Mr. Anagnos to be devoted to the new building fund. The club was loyally proud of its parting gift to the kindergarten.

No change has been made during the year in our corps of teachers, and it is no less true now than it has been in the past that the work of training the pupils in all the classes is both ably and conscientiously performed. In every case

this work is supplemented by the spirit of love and enthusiasm, which marks the true kindergarten. Froebel's methods are followed closely both in the kindergarten and in the primary classes. The study of botany, zoölogy and mineralogy begins in the kindergarten and extends in progressive lessons through all the classes. The methods used in teaching natural history are the following. The children are required to model in clay the forms of animals and plants and to read books relating to the subject of their lessons. They are also required to give both an oral and a written description of the various creatures, and thus learn to express their thoughts clearly and correctly.

The beginnings of the study of history are to be found in the familiar morning talks wherein is made prominent the significance of important events and periods of time in connection perhaps with the lives of distinguished men and women. The observance of national holidays and of the birthdays of our famous poets and men of letters furnish additional easy lessons in history. I overheard one child enumerate to another, a stranger, the "good times" we had enjoyed and the days we had "celebrated" at the kindergarten this year. "There was Miss ——'s birthday; George Washington's; Queen Victoria's; the sleighride Mrs. Mack gave us; the ride to Lexington, to Bunker Hill; Christmas day; the visit to Cambridge;"—and here the little boy paused, as if he found even the remembrance of the glory of it all overpowering. The day in Cambridge was memorable. After visiting Memorial Hall and the Agassiz Museum, the party went by special invitation to the Longfellow Mansion, —stopping on the way, of course, to see the Washington Elm. The delighted children were shown many interesting treasures in the famous house, "the old clock on the stairs" pleasing them especially and awakening a deep spirit of

reverence in their childish hearts. They asked permission of their kind hostess to repeat the poem with which they were lovingly familiar, and the beautiful lines were given with an expression born of the occasion.

A valuable lesson in geography grew out of the following incident. A friend of the kindergarten, who was about to leave her home and go to Europe, called to say good bye to the children and brought with her, as a parting gift, a beautiful model of an ocean steamer. The miniature vessel was labelled the "City of New York," but the boys immediately changed the name to "Augusta Victoria," as this was the name of the ship on which the lady was to sail. Her passage across the ocean was the daily theme of conversation, until letters were received from their kind friend, when her various journeys and the different places which she had visited became the subject of many long talks.

Natural methods, as they are called, are used in most of our daily work. For instance, a class examines the various cereals. Characteristic differences are pointed out and the manner of growth is explained and made clear. On one occasion, when the lesson was upon wheat, the entire class went to the kitchen and under the direction of the teacher bread was made by eight little boys, all of whom were under ten years of age. The result was, that the children gained an idea of the process of bread-making, and we gained several loaves of good bread for the table.

A child is obliged to think when it works. Intellectual activity is thus awakened, and the fact that it has created something is of moral value to the little worker. As a means of developing the sense of form in the blind child, and of stimulating his power of observation and invention, progressive lessons in knitting and sewing have been introduced under the supervision of a skilful and experienced

teacher of sloyd. In this work the pupils begin by learning to make a coarse twine chain with the fingers. A little later plain knitting is taught by substituting in place of the fingers large wooden needles. The use of bone and of steel needles follows in due course and finer yarn is used with each change of needle. The child is taught to cast on and to take up stitches; to narrow and to seam; to bind and to finish. These various steps in the work follow in succession, until at last the child is able to do every variety of fancy knitting in a skilful manner. Sewing is taught by similar methods. The first appliance used is a circular plate of metal, the surface of which contains one hundred and ninety-seven perforations. With a cotton cord to weave in and out of these holes the child learns the various stitches which are used in sewing, such as overseam, back-stitch, cross stitch, hemming and gathering. He finds, after a little practice, that he can make the same stitches on coarse canvas with needle and thread. When this point has been reached it becomes no difficult matter to apply the knowledge already gained and use the finer grades of cloth. Taught in this progressive and scientific way the sightless child is fitted in the course of a few years to make and to mend his own clothing. In all these lessons pains are taken to secure a correct position of the body while the work is being done, and to train the fingers to grasp the implements firmly and to hold them easily.

With the introduction of the Ling system of gymnastics it has become possible to adapt the physical training to individual need, and by this means to correct in some measure cases of deformity and of retarded development. Gratifying results have followed the use of special movements adapted to this end. We are greatly indebted to Dr. E. G. Brackett for the service which he has rendered in directing the course of instruction in these special cases.

In the education of the blind, and especially in the kindergarten scheme of work and play, music is regarded as something more than an accomplishment, and it is never suffered to become a mere pastime. Forty pupils take lessons on the pianoforte and five on the violin. The classes which meet daily for instruction and practice in singing comprise all the children in the school. Through the kindness of Mr. John M. Rodocanachi the kinder-orchestra has been supplied with new instruments, and the tiny musicians have attained a higher degree of proficiency.

During the past year the health of both households has been uniformly good. With the exception of three cases of scarlet fever at the very beginning of the school term, we have been free from epidemic diseases. James Shea entered the kindergarten September 20, 1893. Within four days thereafter he was taken ill with scarlet fever and was removed to the City hospital. He recovered from the disease in a few weeks and went to his home, but a complication of disorders ensued and on December 19, 1893, the little fellow died. We desire in this connection to acknowledge our indebtedness to the City and to the Children's Hospital; and to Dr. Henry W. Broughton for the services which he generously rendered to the children of the kindergarten, refusing all compensation.

Our grateful acknowledgments are due to the ladies' visiting committee for the personal interest which they have shown in all that relates to the well being of the infant school. We are indebted to each and to all for frequent visits and for timely advice and aid. The committee's reception which was held on Monday, April 23, was attended by a large and distinguished company of ladies and gentlemen.

The King's Daughters of Newton have defrayed the

expenses of several children during the summer vacation, and have also provided clothing for a number of them.

The Young Ladies' Missionary Association of Concord, N.H., has supplied Willie Elizabeth Robin with clothing.

We are indebted to Miss E. S. Parkman for the gift of a pianoforte; to Miss Lucy Cook of Detroit for a picture, and to Mr. John M. Rodocanachi for eighteen photographs mounted and framed.

The publishers of the *Roxbury News* have kindly supplied the kindergarten with a copy of the paper.

The constant improvement both physical and mental shown by Willie Elizabeth Robin seems to justify the course of instruction pursued in her case. She studies reading, writing, arithmetic and zoölogy in classes with girls of her own age. She manifests an intelligent interest in her work and maintains a creditable standing in her class. She learns to articulate with great eagerness, and is making satisfactory progress in the acquisition of speech. Like all healthy children she is full of exuberant life and spirits and delights in every form of physical exercise. In addition to the usual gymnastic exercises, Willie receives special training in equipoise and she has made a perceptible gain in the firmness and steadiness of her movement as is shown in her running and walking. She spent the summer vacation with Mr. and Mrs. A. T. Whiting at their home in Hingham. The loving care and tender affection which these kind friends lavish upon the attractive child meets with a full response from Willie who is never so happy as when with them.

Each of the twelve months included in this report of a year's work has been an important period in the development and education of Tommy Stringer. Often a circumstance, which at first seems unfavorable, proves to be in

reality a blessing in disguise. Tommy was one of the three children who were the victims of scarlet fever. During seven weeks he was completely isolated from all his teachers and companions. As the nurse who took care of him during his illness was not able to use the manual alphabet, he had no one with whom he could converse. In Tommy's case the fever was light in character and he suffered but little from weakness and prostration. While still in bed his favorite occupation and amusement seemed to be found in spelling the names of his friends and of the objects with which he was familiar. His mind was evidently busy in reviewing the events of the past; the expression of his face was serious and indicated deep thoughtfulness. When he returned to school, after spending the Thanksgiving recess with his teacher at her home, it was apparent to all that a mental and moral change had taken place in little Tommy. This change is shown in various ways but chiefly in his behavior toward his schoolmates, with whom he now manifests a desire to be on friendly terms. He is inclined to be more companionable and is less reserved than formerly. Hence a much better opportunity is now afforded to find out his real ideas of things. Tommy has recently formed a strong attachment for one of his schoolmates. One way of manifesting his special regard for this boy is to say to Fred, "good night" and "good morning." One day after receiving from this playmate a little gift, Tom went to his own room and selecting a cherished toy from his collection, he carried it to his friend's room and left it there at the same time he was spelling eagerly and rapidly with his fingers, "Fred's, Fred's." This I believe to be Tommy's first spontaneous effort to reciprocate a favor.

Tommy is both patient and systematic in doing the work which is required of him. He delights in helping his teachers

by arranging work on the tables and by bringing books which are needed. After a lesson he returns the articles and books which have been used, to their proper places. He examines the work of the other boys and expresses his opinion of it saying, "good," or "bad," as the case may be. In weaving and in sewing Tommy is both skilful and inventive. The new patterns which he has originated in both occupations show no small degree of ingenuity. He does not display the same amount of dexterity in modelling, but he seldom fails to recognize the clay objects which are made by other persons.

Tommy's articulation has not improved in any marked degree, but by constant practice he is becoming familiar with the method of producing vocal sounds. In June last Dr. J. H. Farlow of Boston performed an operation on Tommy, which had become necessary on account of enlargement of the tonsils together with adenoid growth in the nasal passages. These obstructions rendered breathing difficult for the child, and moreover prevented the air from entering his lungs in sufficient quantity. The removal of the impediments afforded immediate relief to Tommy, who acknowledges his obligation to the kind surgeon by a degree of friendliness, which it is not usual for him to manifest to strangers. It is believed that this improvement in the condition of the throat will materially aid Tommy's efforts in speaking.

His summer vacation was spent, as was that of the previous year, in Wrentham with Miss Laura A. Brown, and again he returned to us full of health and sturdy boyish life and vigor.

We cannot close this report without expressing again a word of thanks to the many kind friends who continue to stimulate our efforts and to aid our work in ways almost in-

numerable. And to the new helpers, who have recently joined benevolent hands with those who have hitherto borne the burden, we extend a word of hearty welcome, because the little sightless children are increasing in numbers at the kindergarten, and they cry imploringly for help that they may be led out of mental and moral hopelessness and darkness.

Respectfully,

ISABEL GREELEY.

LIST OF THE CHILDREN.

Allen, Mary K.	Bradley, Edward F.
Anderson, Elizabeth.	Butters, Albert W.
Burke, Norah.	Cunningham, James H.
Coberg, Margaret.	Delude, Louis.
Dart, Marion F.	Dewhurst, Henry.
Dolan, Ellen.	Drew, Francis.
Elwell, Gertrude.	Fuller, Albert.
Forbush, Vinnie F.	Harvey, Lyman K.
Gilman, Lura.	Heroux, Alfred N.
Goggin, Mary.	Jacobson, Guy H.
Hamlet, Ethel.	L'Abbé, Henry.
Hayes, Mary Etta.	Lester, James.
Hughes, Mattie.	Lord, John W.
Ingham, Beatrice.	Muldoon, Henry M.
Kennedy, Annie M.	Muldoon, Robert D.
Longley, Cora A.	Nelson, Charles S.
McKensie, Maggie.	Nilson, Frank.
Muldoon, Sophia J.	Paige, Frank H.
Ovens, Emily A.	Rand, Henry.
Puffer, Mildred E.	Ransom, Francis.
Robin, Willie Elizabeth.	Ryan, Edward D.
Root, May E.	Sticher, Frank W.
Swanberg, Martha.	Stringer, Thomas.
Thurley, Blanche M.	Stuart, Edwin.
Veasey, Emma A.	Swift, William S.
Wagner, Alice M.	Vaughn, William M.
Barnard, Richie J. C.	Walsh, William.
Bartlett, Joseph.	Wetherell, John.
Beckwith, George.	Williams, Albert L.

FINANCIAL STATEMENT OF THE KINDERGARTEN

FOR THE YEAR ENDING SEPT. 30, 1894.

RECEIPTS.

Donations —			
Mrs. Benjamin S. Rotch fund,	\$5,000.00		
Legacies —			
Mrs. Richard Perkins,	\$10,000.00		
Mrs. Elizabeth W. Gay,			
additional,	231.19	10,231.19	\$15,231.19
Endowment fund,			11,512.80
Annual subscriptions through Ladies' Auxil-			
iary Society,	\$5,631.50		
Contributions,	753.30		
Total for current expenses,		6,384.80	
Donations for new building,		2,030.00	
Board and tuition,		9,109.47	
Rents,		862.32	
Income from investments,		9,784.06	
Insurance for loss by fire,		262.00	
Cash on hand Oct. 1, 1893.		3,033.06	\$58,209.70

EXPENSES.

Maintenance,	\$18,144.08	
Expenses on houses let,	321.53	
Bills to be refunded,	137.54	
Loss by theft,	620.72	
Invested,	32,000.00	51,223.87
Balance Oct. 1, 1894,		\$6,985.83

PROPERTY BELONGING TO THE KINDERGARTEN.

Helen C. Bradlee fund,	\$40,000.00	
Mrs. Warren B. Potter fund,	25,000.00	
Mrs. George W. Wales fund,	10,000.00	
Mrs. William Appleton fund,	9,700.00	
Mrs. Benjamin S. Rotch fund,	8,000.00	
Legacies —		
Sidney Bartlett,	10,000.00	
George Edward Downs,	3,000.00	
Mary Williams,	5,000.00	
Elisha T. Loring,	5,000.00	
Ellen M. Gifford,	5,000.00	
Joseph Scholfeld,	3,000.00	
Royal W. Turner,	3,000.00	
Mrs. Lucy A. Dwight,	4,000.00	
Mrs. Eleanor J. W. Baker,	2,500.00	
Mrs. Elizabeth W. Gay,	7,931.00	
Mrs. Eliza B. Seymour,	5,000.00	
Miss Rebecca Salisbury,	200.00	
Miss Sarah Bradford,	100.00	
Mary H. Watson,	100.00	
Mrs. Richard Perkins,	10,000.00	
Funds from other donations,	<u>77,469.00</u>	\$234,000.00
Cash in treasury,		6,985.83
Land, buildings and personal property in use of the kindergarten at Jamaica Plain,		<u>152,247.75</u>
Total amount of property belonging to the kindergarten,		\$393,233.58

KINDERGARTEN ENDOWMENT FUND.

LIST OF CONTRIBUTORS.

From September 30, 1893, to October 1, 1894.

A friend,	\$500.00
A friend,	5.00
A friend,	1.00
A friend in Allston,	15.00
A friend in Allston,	2.00
A friend, Westminster,	6.00
A Kindergartner,	2.00
An Easter gift from one who loves the sightless little ones,	500.00
Anderson, Albert and J. M.,	10.00
Andrews, Miss P. N.,	5.00
Appleton, Mrs. William,	1,000.00
Balfour, Miss Mary D.,	10.00
Barnard, James Monson,	100.00
Baylies, Miss M. W., Taunton,	10.00
B., Miss C., Bridgewater, England,	4.80
Beebe, Mrs. J. Arthur,	500.00
Belmont Congregational Unitarian Society, through Rev. Hilary Bygrave,	10.00
Billings, Mrs. Elizabeth and Mrs. A. T. Upham, Canton,	5.00
B., R.,	10.00
Brackett, Miss Nancy, Quincy,	50.00
Bradley, Mrs. R. M.,	10.00
Breck, Miss Alice C., Milton, proceeds of operetta,	52.00
<i>Amount carried forward,</i>	<i>\$2,807.80</i>

<i>Amount brought forward,</i>	\$2,807.80
Brett, Mrs. Anna K., Avon,	5.00
Brewster, William,	5.00
Brigham, Miss Margaret, North Grafton,	5.00
Brooks, Shepherd,	400.00
Brown, E. R., Dover, N.H.,	41.67
Brown, Miss H. Louisa,	5.00
Butterfield, Mrs. A. W.,	1.00
Cabot, Mrs. Francis,	10.00
Caryl, Mrs., Chicago,	2.00
C., E. D.,	3.00
Chapin, Mrs. A. M.,	5.00
Chapman, Miss,	1.00
Chapman, Miss Annie B.,	2.00
Chase, Mrs. Charles G., Brookline,	50.00
Children of the Bridgewater Normal School Kindergarten,	7.00
Children of Misses Seeger and Davenport's School, Jamaica Plain,	50.00
Children of Mrs. Sweetser's Kindergarten, Newton, C., Mrs. J. F.,	6.00
Clapp, Mary L.,	10.00
Collinson, Arthur, West Somerville,	2.00
Concert under the auspices of Miss Ethelle J. Reed and Miss Gertrude Walker, . . . . .	.50
Cook, Mrs. Charles T., Detroit, Michigan,	257.25
Corbin, Mrs.,	25.00
Cordner, Miss,	5.00
Coulter, Mrs. J. T.,	1.00
Crocker, Mrs. N. H., Brookline, one-half proceeds of entertainment,	50.00
Cunningham, Mrs. F.,	10.00
Cushing, Miss Susan T.,	5.00
<i>Amount carried forward,</i>	<hr/> \$3,797.22

<i>Amount brought forward,</i>	\$3,797.22
Dabney, Mrs. Roxana L.,	3.00
Dehon, Miss Cornelia,	50.00
D., E. S.,	100.00
Dinzey, Miss Caroline L.,	1.00
Ditson, Mrs. Oliver,	100.00
Dow, Miss Jane F.,	25.00
Easter offertory, Trinity Church,	10.00
Eliot, Dr. Samuel,	100.00
Ellis, George H.,	100.00
Fairbanks, Miss C. L.,	10.00
Faulkner, Mrs. Charles,	500.00
Faulkner, Miss Fanny M.,	500.00
Fay, Miss Sarah M.,	1,005.00
Field, Mrs. E. E. V.,	20.00
First Primary Club of the Kindergarten for the Blind, Charles Amadon, Wilbor Dodge, George Lawton, Bernard Levin, Antonio Martello, Fran- cis Rochford, Owen Simpson, Fred V. Walsh, and Leon Younge,	5.00
Friend G. S. H. in memory of Charles W. Faulkner.	100.00
Friend M. R. H.,	1.00
G., A. D.,	10.00
Glover, Miss C. L.,	25.00
Goddard, A. W., Brookline,	5.00
Goldthwaite, John,	25.00
Goodhue, George O., Danville, P. Q.,	15.00
Gooding, Rev. Alfred, Portsmouth, N.H.,	10.00
Grew, Mrs. Henry S.,	10.00
Gross, W. Y.,	4.00
Gymnastic Class, Fauntleroy Hall,	31.00
H., C.,	2.00
Hersey, Charles H.,	15.00
<i>Amount carried forward,</i>	\$6,579.22

<i>Amount brought forward,</i>	\$6,579.22
Hollis, Mrs. S. J., Lynn,	25.00
Hubbard, Mrs. C. W.,	10.00
Infant Class in Union Church, Weymouth,	22.00
Jackson, Dr. J. A., Manchester, N.H.,	25.00
Jenks, Miss Caroline E.,	5.00
Kendall, Miss H. W.,	50.00
Kent, Mrs. Helena M.,	100.00
Kent, Mrs. Rebecca,	10.00
Kindergarten, Gore Street, East Cambridge, through Mrs. Berthold,	8.25
Kindergarten, Miss H.'s, Wakefield,	1.00
Knapp, George B.,	25.00
Lamb, Mrs. George, Cambridge,	5.00
Lang, Mrs. B. J.,	10.00
Lang, Miss E. F.,	5.00
Leadbeater, Misses F. E. and M. G.,	4.00
Learned, Miss Mollie, New London, Conn.,	5.00
Lyman, Mrs. George H.,	10.00
Mack, Thomas,	25.00
Mair, Mrs. Charlotte T.,	1.00
Manning, Mrs. M. W., Brooklyn, N.Y.,	100.00
Mason, Miss Ida M.,	1,000.00
Matthews, Mrs. Annie B.,	1,000.00
Matthews, Miss Nanna B.,	10.00
Matthews, Miss Alice,	10.00
Meyer, Mrs. George von L.,	100.00
Minot, Dr. Francis,	10.00
Montgomery, William,	10.00
Morison, Mrs. Frank,	25.00
Morse, Mrs. Leopold,	100.00
Motley, Mrs. E. Preble,	25.00
Moulton, Miss M. C.,	25.00
<i>Amount carried forward,</i>	\$9,340.47

<i>Amount brought forward,</i>	\$9,340.47
Newell, Mrs. M. Abbie, in loving remembrance of A. H. N.,	50.00
Nevous, Mrs. Alta H.,	1.00
Nichols, J. Howard,	25.00
Parkman, Miss Eliza S.,	10.00
Peabody, F. H.,	75.00
Peabody, The Misses, Cambridge,	50.00
Phipps, Mrs. John A.,	25.00
Pierson, Lena, West Somerville,	1.00
P. K.,	200.00
Pollard, M. S. P., Brookline,	50.00
Powars, Miss Mary A.,	25.00
Primary department of Day street Sunday-school, West Somerville,	5.00
Primary department of Highland Sunday-school, . .	3.50
Primary department of Moreland street Congrega- tional Sunday-school,	5.00
Proceeds of entertainments February 22 by pupils of Perkins Institution,	120.26
Proceeds of fair held by Mrs. Laura E. Richards, Gardiner, Maine,	285.00
Richardson, Mrs. L. H., New York, :	25.00
Rogers, Mrs. Anne B., Chicago,	5.00
Ross, Miss Charlotte, West Newton,	1.00
Rust, Mrs. W. A.,	10.00
S.,	10.00
Sabine, Miss Catherine,	5.00
Sargent, Mrs. F. W.,	10.00
Sears, Mrs. F. R., Jr.,	25.00
Sears, Mrs. K. W.,	25.00
Shepard, Mrs. Emily E., Brookline,	10.00
Shepard Sunday-school, Cambridge,	25.13
<i>Amount carried forward,</i>	\$10,422.36

<i>Amount brought forward,</i>	\$10,422.36
Slocum, Mrs. W. H., Jamaica Plain,	100.00
Sohier, Miss E. D.,	25.00
Sohier, Miss Emily L.,	25.00
Spaulding, Mrs. Edward,	6.00
Standish, Mrs. Adelaide,	50.00
Stearns, R. H. & Co.,	25.00
Stevens, Miss C. Augusta, New York,	50.00
Stockham, Dr. Alice,	5.00
Sunday-school of First Church, Boston,	91.46
Sunday-school of First Congregational Church, Great Barrington,	12.48
Thayer, B. T.,	10.00
The Bonbonniere and the girls of Dana Hall, Wellesley,	51.50
Thorndike, Mrs. J. H.,	100.00
Three friends,	6.00
Three friends in Worcester,	3.00
Through Mrs. Martha Bryant Cary,	33.00
Through Mrs. John Chipman Gray,	10.00
Tilden, Miss Elsie,	25.00
Tuttle, Mrs. J. C., New York,	2.00
Umbstaetter, Mrs. Nelly L.,	5.00
Union Kindergarten, Brookline,	3.00
Unitarian Church, New Bedford, through Rev. P. R. Frothingham,	50.00
Upham, Miss Susan,	50.00
Vose, Miss C. C.,	10.00
Wales, George W.,	100.00
Ware, Miss Annie S.,	5.00
Washburn, Rev. Alfred F.,	20.00
Watson, Tommy, Helen, Ralph and Esther, Wey- mouth,	5.82
<i>Amount carried forward,</i>	\$11,301.62

<i>Amount brought forward,</i>	\$11,301.62
Watson, Mr. and Mrs. Thomas, Weymouth,	44.18
Weld, Otis E.,	100.00
Whitehead, Miss Mary,	5.00
Whitney, Edward,	10.00
Whitney, Miss E. P., West Newton, in the name of Helen Keller,	5.00
Wildes, Miss Marjorie, Ipswich,	1.00
Williams, Mrs. Annie O.,	5.00
Wilson, Rev. C. Howard,	1.00
Winslow, Mrs. William C.,	10.00
Young People's Club of the Unitarian Church, Jamaica Plain,	40.00
	<u>\$11,522.80</u>

CONTRIBUTIONS FOR CURRENT EXPENSES.

Annual subscriptions through the Ladies' Auxiliary Society, Miss Olga E. Gardner, treasurer,	\$4,780.50
Cambridge Branch, through Mrs. E. C. Agassiz, treasurer,	515.00
Dorchester Branch, through Mrs. Charles V. Whitten, treasurer,	94.00
Dorchester Branch No. 2, through Mrs. C. A. Say- ward, treasurer,	27.00
Milton Branch, through Mrs. William Wood, treas- urer,	115.00
Wellesley Branch, through Mrs. E. T. Ingraham, treasurer,	33.00
Worcester Branch, through Mrs. John E. Day, treas- urer,	100.00
<i>Amount carried forward,</i>	<u>\$5,664.50</u>

<i>Amount brought forward,</i>	\$5,664.50
Ladies of Gardiner, Maine, through Mrs. Laura E. Richards,	9.00
Ladies of Lynn, through Mrs. Lucy B. Haven,	60.00
Baker, Mrs. Richard, annual,	50.00
Clarke, Mrs. James Freeman, annual,	5.00
Coolidge, Mrs. John T., annual,	10.00
Coolidge, Mrs. T. Jefferson, Jr.,	25.00
D., L. W. and M. M. D., annual,	50.00
Donations at the Kindergarten reception, through Mrs. Thomas Mack,	68.80
Iasigi, Miss Mary V., annual,	15.00
Jackson, Mrs. E. S.,	2.00
Jackson, Mrs. J. B. S., annual,	50.00
Loud, Mrs. Sarah P., annual,	10.00
"Our little Amy and Edward,"	5.00
Phillips, Mrs. John C.,	200.00
R., Miss, . . . . .	.50
Rogers, Miss,	2.00
Sargent, Mrs. Winthrop,	100.00
St. Agnes Guild, Melrose, through Mrs. H. A. Bush, annual,	5.00
Swinerton, Miss Lenna D., annual,	3.00
Thorndike, Mrs. J. H., annual,	10.00
Warren, Mrs. J. Sullivan, annual,	20.00
White, Mrs. Eliza O., Brookline,	10.00
Whitehead, Miss Mary, annual,	10.00
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	\$6,384.80

FOR THE NEW BUILDING.

Lend a Hand Club, Church of the Unity, Worcester,	\$5.00
Motley, Mrs. Ellen R.,	25.00
Saltonstall, Henry,	1,000.00
Wolcott, Mrs. J. Huntington,	1,000.00
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	\$2,030.00

The trustees earnestly appeal to the public for further contributions to the amount of \$16,475, which is still lacking to complete the building fund.

All contributors to the fund are respectfully requested to peruse the above list, and to report either to EDWARD JACKSON, Treasurer, No. 53 State street, Boston, or to the Director, M. ANAGNOS, South Boston, any omissions or inaccuracies which they may find in it.

EDWARD JACKSON, *Treasurer,*

NO. 53 STATE STREET (ROOM 840), BOSTON.

DONATIONS AND SUBSCRIPTIONS FOR TOMMY STRINGER.

A friend,	\$200.00
A friend,	1.50
A friend, A. K.,	1.00
"Aunt Madeleine," Eleanor Acheson, Jennie Allison, Mary A. Dougan, Mary B. Harding and Har- riette B. Reed, Washington, Penn., through Miss Madeleine Le Moyne,	20.00
Bowman, Dexter D.,	5.00
Brooks, Bishop, in memory of,	5.00
Brown, Mrs. J. Conklin, Greensboro', Ga.,	10.00
Brown, Rev. J. G., D.D.,	5.00
Brown, Warner, Greensboro', Ga.,	1.00
Child in St. Paul, Minn., through Miss Lucy Wheelock,	1.00
Children of the Florence Kindergarten, through Miss Frances H. Look,	12.50
Children of Miss A. L. Partridge's Kindergarten, Augusta, Maine,	21.00
Children of the Pierce Kindergarten, Brookline, through Miss Annie B. Winchester,	4.25
"Clover Leaf Club,"—Lillian I. Bates, Norma Eaton, Fannie Edmands, Olive Lincoln, Maud Northrop, Cora Patrick and Hester Westcott, Hopedale,	28.25
Co-operative Kindergarten, Bangor, Maine,	1.13
<i>Amount carried forward,</i>	<u>\$316.63</u>

<i>Amount brought forward,</i>	\$316.63
Elder, Miss E. C., Buffalo, N.Y.,	1.00
Endicott, Mrs. William, 3d,	5.00
Episcopal Sunday-school, Beachmont, . . . . .	.75
Everett, Miss Emily M., Cleveland, Ohio,	25.00
Farrar, Edwin,	1.00
Fay, Miss Sarah M., annual,	25.00
Gallaudet Society,	3.34
Glover, Miss Caroline L.,	10.00
G., J. B.,	10.00
Goodhue, George O., Danville, Canada,	5.00
Herbert Street Kindergarten, through Miss Esther M. Sheldon, Salem,	6.00
Hitchcock, Mrs. R. S.,	2.00
Hitchcock, Miss S. G.,	2.00
Hudson, Miss Mary,	1.00
Junior department Park Avenue Congregational Sunday-school, through Mrs. W. M. Bristol, Minneapolis, Minn.,	5.00
Ladies' Auxiliary Society of the Kindergarten,	10.00
Lend a Hand Club, through Miss Emily Stephan, Cleveland, Ohio,	10.00
Matthews, Mrs. Annie B.,	50.00
M., A. J.,	1.00
Maxcy, Josiah S.,	10.00
Peyraud, Mademoiselle Rosalie J., annual,	1.00
Pickman, Mrs. D. L., annual (covering three years),	30.00
Primary class of the Second Church Sunday-school, Boston, Carl Wetherell, Dora Gleason, Cora Annable, Julia Woods, Lydia Hyde, Katherine Dorr, Caroline and Marian Gay, Theoda Bush, Richard and Helen Grozier, Frances Owen, Ralph Pope, Inez and Doris Patterson, and Mil- dred Bond, through Miss Kate L. Brown,	27.00
<i>Amount carried forward,</i>	\$557.72

<i>Amount brought forward,</i>	<i>\$557.72</i>
Primary class of the Walnut Avenue Church Sunday-school, Roxbury,	5.00
Primary department of the Washington Street Baptist Sunday-school, Lynn,	3.00
Ralli, Julia, Pandià, Ione, and Lois, New York City,	12.50
Richardson, W., Brooklyn, N.Y.,	10.00
Rodocanachi, J. M.,	10.00
Rotch, Miss Edith,	25.00
Stevens, Miss L. R.,	7.00
Sunday-school class of the South Congregational Church, Concord, N.H.,	10.00
Swan, Mrs. Robert,	10.00
Union Sunday-school of Harmon, Ill., through Silas Ackert, Sup't,	5.00
Union Sunday-school of Beachmont, through Mrs. Fannie Waite,	3.00
Unitarian Sunday-school of Beachmont, through Mrs. Fannie Waite, . . . . .	.50
Wales, George W.,	25.00
Whitney, Miss E. P.,	2.00
Young, Mrs. B. L.,	10.00
Young, Miss Lucy F., Groton, annual,	1.00
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	\$696.72

Further contributions will be thankfully received and gratefully acknowledged by

M. ANAGNOS, *Trustee.*

DONATIONS THROUGH THE LADIES' AUXILIARY.

A friend,	\$1.00
A friend,	1.00
A friend,	1.00
A friend,	2.00
A friend, Brookline,	1.00
Anonymous,	1.00
Anonymous,	1.00
Bartlett, Miss Fannie,	30.00
Batcheller, Mrs. A. H.,	3.00
Baylies, Mrs. Walter,	10.00
Bigelow, Mrs. Prescott,	10.00
Bowditch, Mr. William L.,	10.00
Bradley, Mrs. Richards,	4.00
Breed, Mrs. F. M., Lynn,	5.00
Browne, Miss H. T.,	10.00
Burkhardt, Mrs. Sophie M., Brookline,	25.00
Cary, Miss E. G.,	20.00
Cary, Mrs. Richard,	1.00
Cary, Miss,	1.00
Cheever, Dr. David W.,	5.00
Clark, Mrs. S., Brookline,	10.00
Clarke, Mrs. Henry, Worcester,	50.00
Codman, Mrs. C. R.,	5.00
Converse, Mrs. C. C.,	4.00
Cowing, Miss Anne G., Jamaica Plain,	10.00
Crafts, Mrs. James M.,	25.00
<i>Amount carried forward,</i>	<i>\$246.00</i>

<i>Amount brought forward,</i>	\$246.00
Curtis, Miss Clara,	1.00
Curtis, Mr. Lawrence,	5.00
Drew, Mrs. E. C.,	10.00
Edwards, Miss Agnes E. H., Longwood,	1.00
Eliot, Lydia, Mary and Samuel, Brookline,	8.00
Farnam, Mrs. Henry, New Haven, Conn.,	20.00
Fay, Mrs. Harrison, Brookline,	2.00
Fessenden, Mrs. S. H.,	2.00
Foster, Mrs. Charles O., Brookline,	5.00
French, Mr. Jonathan,	50.00
Friends through Mrs. Swan,	7.00
Glover, Mr. Joseph B.,	100.00
Glover, Miss,	25.00
Goddard, Mr. A. W., Brookline,	10.00
Hooper, Mrs. F. F.,	5.00
Hopkins, Mr. C. A., Brookline,	50.00
Jones, Mrs. B. M.,	3.00
Kidder, Mrs. Henry P., Milton,	5.00
Lincoln, Mr. A. L., Jr., Longwood,	5.00
Loring, The Misses,	20.00
Loring, Mrs. W. C.,	25.00
Lothrop, Mrs. Thornton K.,	10.00
Lowell, Miss Anna C., Roxbury,	100.00
Lowell, Miss Georgina,	2.00
Lowell, Mrs. George G.,	25.00
Manning, Mr. J. P., Roxbury,	5.00
McCleary, Mr. S. F., Brookline,	1.00
Morss, Mr. Anthony S., Charlestown,	5.00
Osgood, Mr. John Felt, Salem,	50.00
Peabody, Mr. F. H.,	40.00
Pickman, Mrs. Dudley L.,	25.00
Reed, Mrs. William H.,	10.00
<i>Amount carried forward,</i>	\$878.00

<i>Amount brought forward,</i>	\$878.00
Richards, Miss C. A.,	5.00
Robeson, Mrs. William R.,	50.00
Rogers, Mrs. William B.,	7.00
Ross, Master Franklin H.,	10.00
Schlesinger, Mr. Barthold, Brookline,	30.00
Schwarz, Mrs. Franz H.,	1.00
Schwarz, Mrs. Louis B., Brookline,	1.00
Sears, Mrs. H. M.,	25.00
Sharp, Mr. Edward, Brookline,	5.00
Slocum, Miss Anna D., Jamaica Plain,	2.00
Sprague, Mrs. Charles F.,	15.00
Stone, Mrs. F.,	20.00
Tapley, Mrs. Anna S.,	25.00
Townsend, Mrs. J. P.,	1.00
Wardwell, Mrs. W., Brookline,	1.00
Wigglesworth, Dr. E.,	10.00
Wigglesworth, Mrs. E.,	10.00
Winsor, Mrs. H.,	5.00
Woodward, Mrs. Samuel B., Worcester,	10.00
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	\$1,111.00

ANNUAL SUBSCRIPTIONS.

Through the Ladies' Auxiliary Society, Miss OLGA E. GARDNER, *Treasurer*.

Abbott, Miss A. F.,	\$1.00
Abbott, Mrs. H. E., Brookline,	2.00
Abbott, Mrs. H. W.,	5.00
Abbott, Mrs. J.,	5.00
Abbott, Miss J. E.,	1.00
Abel, Mrs., Roxbury.	1.00
Adams, Mrs. Waldo,	5.00
Allen, Mrs. A. H.,	1.00
Allen, Mrs. C. H.,	1.00
Allen, Miss Dorothy M.,	1.00
Allen, Mrs. F. R.,	2.00
Allen, Mrs. R. L.,	1.00
Allen, Mrs. W. H.,	5.00
Ames, Rev. Charles G.,	10.00
Ames, Mrs. F. L.,	50.00
Amory, Miss A. S.,	15.00
Amory, Mrs. C. W.,	5.00
Amory, Mrs. Francis L.,	10.00
Amory, Mrs. William,	15.00
Anderson, Mrs. J. F.,	5.00
Andrews, Mr. C. H.,	5.00
Andrews, Mr. F. R.,	10.00
Armstrong, Mr. George W., Brookline,	10.00
Arnold, Mrs. Richard,	2.00
Atkins, Mrs. Elisha,	10.00
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<i>Amount carried forward,</i>	\$178.00

<i>Amount brought forward,</i>	\$178.00
Ayer, Mrs. J. B.,	5.00
Bacon, Mrs. E. R.,	1.00
Bacon, Miss E. S., Jamaica Plain,	5.00
Bacon, Mrs. F. E., Mattapoisett,	5.00
Bacon, Miss Julia, Jamaica Plain,	5.00
Bailey, Mrs. H. R., Cambridge,	2.00
Baker, Mrs. Richard, Jr.,	5.00
Bancroft, Mrs. J. C.,	5.00
Barnard, Mrs. M. C., Dorchester,	1.00
Barnes, Mrs. C. B.,	10.00
Barnes, Mrs. H. J.,	5.00
Barnes, Mrs. T. W.,	3.00
Barstow, Miss K. A.,	5.00
Bartlett, Miss Mary F.,	20.00
Bartlett, Miss M. H.,	3.00
Bartol, Rev. Cyrus A.,	10.00
Basto, Mrs. M. A., Roxbury,	3.00
Batcheller, Mrs. A. H.,	2.00
Batcheller, Mr. Robert,	2.00
Bigelow, Mrs. Alanson, Brookline,	1.00
Bigelow, Mrs. G. S.,	5.00
Bigelow, Mrs. H.,	5.00
Bigelow, Mrs. J. S.,	10.00
Bigelow, Mrs. Prescott, Chestnut Hill,	10.00
Bigelow, Mrs. Prescott, Jr., Jamaica Plain,	5.00
Billings, Mrs. J. B.,	1.00
Blacker, Mrs. Eliza F., Allston,	5.00
Blake, Mrs. G. B.,	10.00
Blake, Mrs. S. P.,	5.00
Blake, Mr. W. P.,	5.00
Blanchard, Mrs. W. G., Roxbury,	1.00
Bleakie, Mrs. J. S.,	5.00
<i>Amount carried forward,</i>	\$343.00

<i>Amount brought forward,</i>	\$343.00
Bliss, Mrs. William,	10.00
Boardman, Mrs. T. D.,	2.00
Boit, Mr. Robert A., Longwood,	2.00
Boland, Dr. E. S., South Boston,	5.00
Boody, Mr. J. H., Brookline,	5.00
Bowditch, Mrs. Arthur H.,	1.00
Bradford, Mrs. C. F.,	10.00
Bradley, Mrs. Frederic R., Brookline,	5.00
Bradley, Mrs. Richards,	1.00
Bremer, Mrs. J. L.,	5.00
Briggs, Dr. E. C.,	2.00
Brown, Mrs. Buckminster,	3.00
Brown, Mr. C. H. C., Roxbury,	5.00
Brown, Miss H. L., [Died]	2.50
Brown, Mrs. J. Conklin, Greensboro', Georgia,	2.00
Brown, Mrs. T. C., Brookline,	5.00
Browne, Mrs. Augustus, Brookline,	2.00
Browne, Miss H. T.,	10.00
Bryant, Mrs. J. D.,	2.00
Bullard, Mrs. William S.,	10.00
Bullens, Mr. George S., Newton,	1.00
Bullens, Mrs. George S., Newton,	1.00
Bumstead, Mrs. Freeman, Cambridge,	10.00
Bunker, Mr. Alfred, Roxbury,	2.00
Burgess, Mrs. S. K., Brookline,	10.00
Burkhardt, Mrs. P. W., Brookline,	10.00
Burnham, Mrs. H. D.,	5.00
Burnham, Mrs. John A.,	10.00
Burnham, Mrs., John A., Jr.,	5.00
Burr, Mrs. H. M., Chestnut Hill,	1.00
Burrage, Mrs. J. C.,	1.00
Butler, Mrs. C. L.,	2.00
<i>Amount carried forward,</i>	\$490.50

<i>Amount brought forward.</i>	\$490.50
Cabot, Mr. John H., Brookline.	5.00
Callender, Mr. Walter, Providence, R.I..	10.00
Carter, Mrs. John W., West Newton,	5.00
Cary, Miss A. P.,	10.00
Cary, Miss E. G.,	10.00
Cary, Mrs. Richard,	1.00
Cary, Miss,	1.00
Caryl, Miss Harriet E..	1.00
Case, Mrs. James B.,	5.00
Chapin, Mrs. H. B., Jamaica Plain,	5.00
Chase, Dr. H. L., Brookline,	1.00
Cheaney, Mrs. Arthur,	1.00
Cheever, Mr. George H., Roxbury,	2.00
Chick, Mrs. I. W.,	2.00
Choate, Mrs. C. F.,	10.00
Claffin, Mrs. W. H.,	2.00
Clapp, Mr. Charles M., Roxbury,	5.00
Clapp, Mrs. Henry A., Roxbury,	2.00
Clark, Miss S. W., Beverly.	10.00
Clark, Mrs. B. C.,	5.00
Clark, Mrs. F. S.,	10.00
Clarke, Miss Harriet E., Worcester,	5.00
Clarke, Mrs. J. F.,	5.00
Clarke, Mrs. J. J.,	2.00
Clerk, Mrs. W. F., Roxbury,	3.00
Cobb, Mrs. C. K., Chestnut Hill,	1.00
Cochrane, Mrs. Alexander,	5.00
Codman, Mrs. C. R.,	5.00
Codman, Mr. Robert.	5.00
Coffin, Mr. G. R., Brookline,	2.00
Collamore, The Misses,	5.00
Collar, Mr. W. C., Roxbury,	3.00
<i>Amount carried forward,</i>	\$634.50

<i>Amount brought forward,</i>	\$634.50
Converse, Mrs. C. C.,	1.00
Converse, Mrs. E. S.,	5.00
Coolidge, Mrs. J. Randolph,	10.00
Corey, Mrs. S. E., Brookline,	10.00
Cotting, Mrs. C. E.,	5.00
Cotting, Mrs. C. U.,	5.00
Covel, Mrs. A. S.,	2.00
Cowing, Mrs. Martha W., West Roxbury,	25.00
Crafts, Mrs. James M.,	20.00
Crane, Mrs. A. M.,	5.00
Crehore, Mrs. G. C.,	5.00
Crocker, Miss L. H.,	5.00
Crosby, Miss S. T.,	1.00
Cummings, Mr. G. W., Brookline,	2.00
Curtis, Mrs. Charles P.,	20.00
Curtis, Mrs. G. A., Roxbury,	2.00
Curtis, Mrs. H. G.,	5.00
Curtis, Mrs. J. F.,	5.00
Curtiss, Miss Mary F., Roxbury,	1.00
Cushing, Miss Mary J.,	5.00
Cushing, Miss Sarah P.,	2.00
Cutter, Mrs. E. G.,	2.00
Cutter, Mrs. E. M.,	1.00
Dabney, Mrs. L. S.,	10.00
Dale, Mrs. Eben,	5.00
Dana, Mrs. Samuel B.,	10.00
Daniell, Mrs. H. W.,	5.00
Daniels, Mrs. G. F.,	1.00
Davis, Mrs. Simon,	3.00
Day, Mr. William F., Roxbury,	5.00
Dean, Mr. Charles A., Roxbury,	10.00
Denney, Mrs. A. B., Chestnut Hill,	1.00
<i>Amount carried forward,</i>	<hr/> \$828.50

<i>Amount brought forward,</i>	\$828.50
Dennison, Mrs. E. W.,	5.00
Derby, Mrs. Hasket,	5.00
Dewey, Miss Mary E.,	2.00
Dexter, Mr. Arthur,	5.00
Dexter, Miss Elsie,	2.00
Dexter, Miss Rose L.,	5.00
Dillaway, Mrs. Charles K., Roxbury,	2.00
Ditson, Mrs. Oliver,	5.00
Dixon, Mrs. L. S.,	2.00
Doliber, Mrs. Thomas, Brookline,	5.00
Dorr, Miss Caroline, Roxbury,	10.00
Dowse, Mrs. Charles F.,	1.00
Draper, Mr. Charles E., Roxbury,	2.00
Draper, Dr. F. W.,	2.00
Drew, Mrs. E. C.,	1.00
Drost, Mr. C. A., Brookline,	1.00
Dunbar, Mrs. J. R., Brookline,	5.00
Dwight, Mrs. James,	1.00
Dwight, Mrs. Thomas,	1.00
Dwight, Mrs. Thomas, Jr.,	1.00
Eager, Mrs. E. H.,	5.00
Edgerly, Mrs. Charles B.,	1.00
Edmands, Mr. H. H. W., Roxbury,	2.00
Edmands, Mrs. M. G., Brookline,	1.00
Edmond, Mr. E. H., Brookline,	1.00
Edmond, Mrs. E. H., Brookline,	2.00
Edwards, Mrs. George H.,	1.00
Edwards, Mr. J. C., Brookline,	5.00
Eichberg, Mrs. J.,	2.00
Eliot, Mrs. Amory, Brookline,	2.00
Elms, Mrs. Edward C., Newton,	1.00
Elms, Miss F. G., Newton,	1.00
<i>Amount carried forward,</i>	\$915.50

<i>Amount brought forward,</i>	\$915.50
Elms, Mr. Frank, Newton,	1.00
Elms, Mr. J. C., Newton,	1.00
Elms, Mrs. J. C., Newton,	1.00
Elms, Mrs. J. C., Jr., Newton,	1.00
Emery, Miss Octavia B.,	1.00
Endicott, Miss,	1.00
Endicott, Mrs. Henry,	5.00
Ernst, Mrs. C. W.,	2.00
Estabrook, Mrs. A. F.,	5.00
Eustis, Mrs. W. T.,	2.00
Evans, Mrs. Glendower,	5.00
Fabian, Mrs. C. W.,	5.00
Fairbanks, Mrs. Horace, St. Johnsbury, Vermont, .	10.00
Farlow, Mr. George A.,	10.00
Farwell, Mrs. S. W.,	5.00
Faulkner, Mrs. Charles,	10.00
Faulkner, Miss,	10.00
Fay, Mrs. Dudley B.,	10.00
Fay, Mrs. Henry H.,	10.00
Fay, Miss S. B.,	1.00
Fay, Miss Sarah M.,	10.00
Fenno, Mr. J. Brooks,	10.00
Ferris, Mrs. M. C., Brookline,	5.00
Ferris, Miss M. E., Brookline,	5.00
Fiske, Mrs. Joseph N.,	5.00
Fitz, Mrs. E. R.,	5.00
Fitz, Mrs. Walter Scott,	25.00
Flagg, Mrs. Augustus,	6.00
Flint, Mrs. W. B.,	2.00
Forbes, Mrs. J. Murray,	5.00
Frank, Mrs. Daniel,	1.00
Freeman, Miss Harriet E.,	5.00
<i>Amount carried forward,</i>	<hr/> \$1,095.50

<i>Amount brought forward,</i>	\$1,095.50
French, Mrs. John J.,	1.00
French, Miss S. E., Dorchester,	5.00
French, Mrs. T. H., Roxbury,	1.00
Friedman, Mr. S., Roxbury,	5.00
Frothingham, Miss,	5.00
Frothingham, Mrs. E.,	1.00
Frothingham, Mrs. O. B.,	5.00
Fry, Mrs. Charles,	10.00
Fuller, Rev. S. R.,	1.00
Gaffield, Mr. Thomas,	5.00
Gammell, Mrs. William, Providence, R.I.,	100.00
Gardner, Miss Olga E.,	5.00
Gardner, Mrs. J. L.,	5.00
Gardner, Mrs. R. H., Chestnut Hill,	1.00
Gaston, Mrs. W.,	5.00
Gay, Dr. W. F.,	5.00
Gilluly, Miss M. E.,	1.00
Glasier, Mr. Alfred A., Roxbury,	10.00
Gleason, Mrs. Cora L., South Boston,	3.00
Glover, Mrs. J. C., Roxbury,	1.00
Goddard, Miss L. W.,	2.00
Goddard, Miss Matilda,	1.00
Goldthwait, Mr. John,	10.00
Goode, Mr. Robert M., Roxbury,	2.00
Gooding, Mrs. T. P.,	2.00
Goodman, Mr. Richard, Lenox,	5.00
Goodwin, Mr. Frank,	1.00
Goodwin, Mrs. J. C.,	1.00
Gorham, Mrs. W. H.,	5.00
Gray, Mrs. J. C.,	5.00
Gray, Mrs. J. H.,	5.00
Gray, Mrs. Morris, Chestnut Hill,	1.00
<i>Amount carried forward,</i>	\$1,310.50

<i>Amount brought forward,</i>	\$1,310.50
Greeley, Mrs. R. F.,	5.00
Greene, Mrs. J. S. Copley,	2.00
Gregory, Mr. G. W., Roxbury,	3.00
Grew, Mrs. H. S.,	10.00
Griggs, Mr. B. F., Roxbury,	1.00
Grover, Mrs. William,	10.00
Hall, Mrs. E. R.,	2.00
Hall, Mr. G. G.,	2.00
Hall, Miss Laura G., Hanover,	5.00
Hall, Mrs. M. L.,	5.00
Hall, Mr. William F., Brookline,	2.00
Hamlin, Miss Helen, Buffalo, N.Y.,	2.00
Hammond, Mrs. George Warren,	10.00
Hapgood, Mr. T. B., Allston,	1.00
Harding, Mrs. E.,	10.00
Hardy, Mrs. A. H.,	1.00
Harrington, Mrs. F. B.,	3.00
Harrington, Dr. H. L., Dorchester,	2.00
Harrington, Mrs. M. S., Dorchester,	1.00
Hart, Mr. Maurice, Roxbury,	1.00
Hart, Mrs. Thomas N.,	2.00
Haskell, Mrs. Edwin B., Auburndale,	50.00
Hayden, Mrs. C. R.,	5.00
Hayden, Mrs. Isaac, Roxbury,	5.00
Hayes, Miss M. G.,	1.00
Hayes, Mrs. J. A.,	1.00
Healey, Miss Helen,	1.00
Heard, Mrs. J. Theodore,	5.00
Hecht, Mrs.,	5.00
Hemenway, Mrs. Alfred,	1.00
Hemenway, Mrs. C. P.,	10.00
Henshaw, Mrs. Harriet A.,	10.00
<i>Amount carried forward,</i>	\$1,484.50

<i>Amount brought forward,</i>	\$1.484.50
Higginson, Mrs. H. L.,	15.00
Higginson, Mr. Waldo,	10.00
Hill, Mrs. A. S.,	5.00
Hitchcock, Mrs. David W.,	5.00
Hogg, Mrs. John,	5.00
Holbrook, Mrs. Walker,	1.00
Hooper, Mrs. F. F.,	1.00
Hooper, Mrs. J. R.,	2.00
Hooper, Mrs. R. C.,	10.00
Hooper, Mrs. S. E., Roxbury,	1.00
Horton, Mrs. E. A.,	2.00
Horton, Mrs. W. H.,	10.00
Houghton, Miss Elizabeth G.,	10.00
Houghton, Hon. H. O., Cambridge,	5.00
Howe, Mrs. A.,	1.00
Howe, Mrs. Julia Ward,	5.00
Howland, Mrs. O. O.,	25.00
Hubbard, Mrs. Eliot,	10.00
Hubbard, Mrs. Gorham,	10.00
Hudson, Mrs. John E.,	5.00
Hunneman, Miss Elizabeth A., Roxbury,	2.00
Hunneman, Mrs. S. W., Roxbury,	1.00
Hunnewell, Miss Charlotte,	10.00
Hunnewell, Mr. H. H.,	50.00
Hunnewell, Mr. Walter,	10.00
Hutchins, Mrs. Constantine F.,	5.00
Inches, Mrs. C. E.,	1.00
Jackson, Miss E.,	5.00
Jackson, Mrs. J. B. S.,	5.00
Jacques, Mrs. Herbert, Chestnut Hill,	1.00
James, Mrs. John W.,	10.00
Jewett, Miss S. O., South Berwick, Maine,	5.00
<i>Amount carried forward,</i>	\$1,727.50

<i>Amount brought forward,</i>	\$1,727.50
Johnson, Mrs. Edward,	2.00
Johnson, The Misses,	20.00
Jones, Mrs. B. M.,	2.00
Jones, Mrs. Charles H., (Endowment fund.)	5.00
Jones, Miss Ellen M.,	10.00
Jones, Mrs. Jerome, Brookline,	1.00
Jones, Mr. Rollin, Roxbury,	5.00
Jordan, Mrs. Eben D.,	5.00
Jordan, Mrs. H. S.,	5.00
Josselyn, Mrs. A. S.,	5.00
Kaffanburgh, Mr. I., Brookline,	5.00
Kehew, Mrs. M. B.,	1.00
Kenerson, Mr. Austin H., Roxbury,	1.00
Kent, Mrs. John, Brookline,	2.00
Kettle, Mrs. C. L.,	1.00
Kidder, Mrs. Henry P., Milton,	5.00
Kidner, Mrs.,	2.00
Kimball, Mr. Edward P., Malden,	10.00
Kimball, Mrs. D. P.,	25.00
Kimball, Mrs. M. D.,	1.00
Kimball, Miss S.,	1.00
Kimball, Mrs. S. H., Jamaica Plain,	5.00
King, Mrs. D. Webster,	2.00
Kinsley, Mrs. Edward W.,	5.00
Klumpke, Miss A. E.,	3.00
Lamb, Mrs. S. T., Brookline,	2.00
'Lamson, Mrs. J. A.,	1.00
Lawrence, Mr. C. R., Brookline,	5.00
Lee, Mrs. George C.,	10.00
Levin, Bernard, Perkins Institution,	1.00
Lincoln, Miss C. K. T.,	1.00
Lincoln, Mr. W. H., Brookline,	5.00
<i>Amount carried forward,</i>	\$1,881.50

<i>Amount brought forward,</i>	\$1,881.50
Lockwood, Mrs. Rhodes,	1.00
Lodge, Mrs. John E.,	5.00
Lonsdale, Mrs. E.,	1.00
Loring, The Misses,	5.00
Loring, Mrs. W. C.,	25.00
Lothrop, Mrs. Thornton K.,	10.00
Loud, Miss,	2.00
Lovering, Mrs. C. T.,	10.00
Lovett, Mr. A., Brookline,	5.00
Lowell, Mrs. Charles,	5.00
Lowell, Mrs. E. J.,	1.00
Lowell, Miss G.,	1.00
Lowell, Mrs. John,	5.00
Lowell, Mrs. John, Jr., Chestnut Hill,	1.00
Luke, Mrs. Otis H., Brookline,	2.00
Lyman, Mrs. Arthur T.,	5.00
Lyman, Mrs. J., Brookline,	5.00
Mandell, Mrs. S. P.,	2.00
Marsh, Miss Sarah A., Hingham,	25.00
Marshall, Mrs. J. K., Brookline,	2.00
Matthews, Miss A. B.,	1.00
Matthews, Miss Alice M. C.,	1.00
Maynard, Mr. C. H., Longwood,	5.00
Mead, Mrs. S. R.,	10.00
Meredith, Mrs. J. H.,	5.00
Merriam, Mrs. Charles,	5.00
Merrill, Miss F. S., Roxbury,	1.00
Merrill, Mrs. J. Warren,	10.00
Merritt, Mrs E. P.,	1.00
Metcalf, Mr. R. C., Roxbury,	5.00
Meyer, Mrs. George A.,	10.00
Mixer, Mrs.,	1.00
<i>Amount carried forward,</i>	\$2,054.50

<i>Amount brought forward,</i>	\$2,054.50
Mixer, Miss,	1.00
Montgomery, Mr. William,	10.00
Morrill, Miss Annie W.,	3.00
Morrill, Miss Fannie E.,	3.00
Morrill, Mrs. F. Gordon,	2.00
Morrill, Mr. George,	2.00
Morison, Mrs. J. H.,	1.00
Morse, Dr. Edward G., Roxbury,	5.00
Morse, Mr. J. T.,	5.00
Motte, Mrs. Ellis L.,	2.00
Nazro, Mr. F. H., Roxbury,	2.00
Nazro, Miss Mary W., Roxbury,	2.00
Neal, Mrs. George B., Charlestown,	1.00
Neal, Miss, Charlestown,	1.00
Newell, Mrs. James W., Roxbury,	1.00
Newell, Mrs. M. A., Roxbury,	5.00
Nichols, Mrs.,	5.00
Norcross, Miss Laura,	10.00
Norcross, Mrs. Otis,	5.00
Norcross, Mrs. Otis, Jr.,	5.00
Ober, Mr. Louis P.,	10.00
Osborne, Mrs. J. R.,	2.00
Otis, Mrs. W. G.,	5.00
Page, Mrs. Calvin G., Chestnut Hill,	1.00
Paine, Mrs. R. T.,	10.00
Palfrey, Mrs.,	20.00
Palfrey, Miss C., Cambridge,	1.00
Palmer, Mrs. C. H.,	1.00
Parker, Mrs. Charles E., Longwood,	5.00
Parker, Mrs. Charles W.,	5.00
Parker, Mrs. Elizabeth P.,	5.00
Parker, Mrs. William L.,	5.00
<i>Amount carried forward,</i>	\$2,195.50

<i>Amount brought forward.</i>	\$2,195.50
Parkinson, Mrs. John.	5.00
Parsons, The Misses, Roxbury,	5.00
Parsons, Mrs. William and Miss.	5.00
Peabody, Mrs. A. P.,	5.00
Peabody, Mrs. F. E.,	5.00
Peabody, Mr. F. H.,	10.00
Peabody, Mrs. Oliver W.,	5.00
Peabody, Mrs. S. E., Salem,	5.00
Penfield, Mrs. James H.,	2.00
Perry, Mrs. C. N., Roxbury,	5.00
Peters, Mr. Edward D.,	10.00
Pfaff, Mrs. Jacob,	10.00
Philbrick, Mrs. E. S., Brookline,	3.00
Philbrick, Mrs. E. T., Brookline,	1.00
Phillips, Mrs. Anna T.,	25.00
Pickman, Mrs. W. D.,	10.00
Piehler, Mr. O. J., Brookline,	5.00
Pillsbury, Miss Elsie G.,	1.00
Pope, Mrs. A. A.,	25.00
Pope, Drs. E. F. and C. A.,	2.00
Porteous, Mrs. John,	4.00
Porteous, Miss M. F.,	1.00
Potter, Mrs. Warren B.,	100.00
Poulsson, Miss Emilie,	1.00
Poulsson, Miss Laura E.,	1.00
Powars, Miss Mary A.,	1.00
Pratt, Mrs. Henry S., Worcester,	1.00
Pratt, Mrs. J. A.,	2.00
Prendergast, Mr. James,	10.00
Prince, Mrs. J. T., Jr., Ottawa, Canada,	1.00
Proctor, Mrs. H. H.,	2.00
Putnam, Mrs. J. P.,	5.00
<i>Amount carried forward,</i>	\$2,468.50

<i>Amount brought forward,</i>	\$2,468.50
Putnam, Mrs. S. R.,	10.00
Quincy, Mrs. C. F., Chicago, Illinois,	2.00
Quincy, Mrs. H. P.,	1.00
Ranney, Mr. Fletcher, Brookline,	5.00
Rantoul, Miss H. L., Beverly,	1.00
Raymond, Mrs. Henry E., Brookline,	1.00
Reed, Mrs. William H.,	5.00
Revere, Mrs. Paul J.,	1.00
Riber, Mrs. John, Longwood,	1.00
Rice, Mrs. David H., Brookline,	2.00
Rice, Mrs. Henry A.,	5.00
Richards, Miss A.,	1.00
Richards, Mrs. Dexter N., Brookline,	10.00
Richards, Mrs. W. D.,	2.00
Richardson, Mrs. John, Chestnut Hill,	1.00
Richardson, Mr. R. D., Brookline,	10.00
Richardson, Mrs. Spencer W.,	5.00
Richardson, Mrs. Thomas O.,	2.00
Ridgway, Miss H. B.,	1.00
Robbins, Mrs. R.,	5.00
Robbins, Mrs. R. E.,	5.00
Robinson, Mrs. Henry H., Brookline,	2.00
Rochford, Francis J., Perkins Institution,	1.00
Rodman, Mr. S. W.,	10.00
Rogers, Miss Annette P.,	5.00
Rogers, Miss C. B.,	1.00
Rogers, Mr. George H., Roxbury,	1.00
Rogers, Mrs. George H., Roxbury,	2.00
Rogers, Mrs. Henry M.,	5.00
Rogers, Mrs. Jacob C.,	5.00
Rogers, Mrs. J. P.,	5.00
Rogers, Miss Kate,	1.00
<i>Amount carried forward,</i>	\$2,582.50

<i>Amount brought forward,</i>	\$2,582.50
Rogers, Miss S. S., Milton.	5.00
Rogers, Mrs. William B.,	3.00
Ross, Mrs. A.,	1.00
Rotch, Miss Edith,	5.00
Rotch, Mrs. T. M.,	2.00
Rothwell, Mr. W. H., Longwood,	5.00
Sabine, Mrs. G. K., Brookline,	1.00
Saltonstall, Mr. Henry,	50.00
Sampson, Mrs. Edwin H.,	1.00
Sampson, Mr. George, Roxbury,	10.00
Sampson, Miss H. H.,	1.00
Sampson, Mrs. O. H.,	5.00
Scaife, Miss Helen,	2.00
Schwarz, Mrs. Louis B., Brookline.	1.00
Scott, Mrs. W. M.,	2.00
Sears, Mrs. A. P., Brookline,	1.00
Sears, Mr. Frederick R.,	25.00
Sears, Mrs. K. W.,	5.00
Sears, Mrs. P. H.,	10.00
Sears, Mrs. Zenas,	1.00
Shattuck, Mrs. G. B.,	5.00
Shattuck, Mrs. G. O.,	5.00
Shaw, Mrs. B. S.,	5.00
Shaw, Mrs. George R.,	1.00
Shaw, Mrs. H. R.,	10.00
Shaw, Mrs. J. O., Jr.,	5.00
Shaw, Mrs. Robert G.,	5.00
Shepard, Mr. O. A., Brookline,	3.00
Shepherd, Mrs. T. P., Providence, R.I.,	25.00
Shinkle, Miss Camilla H., Covington, Kentucky,	5.00
Sigourney, Mr. Henry,	10.00
Simpson, Miss F. W.,	3.00
<i>Amount carried forward,</i>	\$2,800.50

<i>Amount brought forward,</i>	\$2,800.50
Skinner, Mrs. F.,	5.00
Slocum, Mrs. William H., Jamaica Plain,	10.00
Smith, Miss Annie E., Roxbury,	2.00
Smith, Mrs. J. M.,	10.00
Sorens, Miss E., Roxbury,	1.00
Sorens, Miss G., Roxbury,	1.00
Sorens, Mr. J. H., Roxbury,	5.00
Sowdon, Mr. A. J. C.,	10.00
Sprague, Dr. Francis P.,	10.00
Springer, Mrs. E. M., Newton,	1.00
Standish, Mrs. L. M.,	5.00
Standish, Miss,	5.00
Stearns, Mrs. Charles H., Brookline,	25.00
Stearns, Mrs. R. H.,	5.00
Steese, Mr. E., Brookline,	5.00
Stetson, Miss,	3.00
Stone, Mrs. Edwin P., Brookline,	5.00
Stone, Mrs. F.,	20.00
Storer, The Misses,	4.00
Storrs, Mrs. E. K., Brookline,	10.00
Stratton, Mrs. Solomon P.,	5.00
Stuart, Mrs. Willoughby Herbert,	2.00
Swain, Mrs. John, Stockbridge,	5.00
Swan, Miss E. B., Dorchester,	5.00
Swan, Mrs. Robert, Dorchester,	10.00
Sweetser, Mrs. Isaac,	10.00
Sweetser, Miss Ida E.,	10.00
Sweetser, Mr. I. Homer,	10.00
Swift, Mrs. E. C.,	20.00
Symonds, Miss Lucy Harris,	5.00
Talbot, Mrs. Thomas, North Billerica,	25.00
Tappan, Miss M. A., Lenox,	15.00
<i>Amount carried forward,</i>	\$3,064.50

<i>Amount brought forward,</i>	\$3,064.50
Tappan, Mrs. S.,	3.00
Taylor, Mrs. E. B.,	1.00
Thayer, Miss A. G.,	10.00
Thayer, Mrs. Harriet L.,	3.00
Thayer, Miss H. L.,	5.00
Thomas, Miss,	2.00
Thomas, Mrs. J. B., Jr.,	10.00
Thorndike, Mrs. A.,	5.00
Tilton, Mrs. William S., Newtonville,	2.00
Townsend, Mrs. Thomas,	1.00
Tucker, Mrs. Alfred,	10.00
Tucker, Mrs. W. A.,	2.00
Tuckerman, Mrs. C. S., Salem,	2.00
Turner, Miss Alice M., Randolph,	25.00
Turner, Mrs. A. T.,	4.00
Turner, Mrs. Alfred T.,	5.00
Tyler, Mrs. D. S., Lexington,	5.00
Tyler, Mr. E. R.,	5.00
Vickery, Mrs. Herman F.,	5.00
Vose, Miss Florence P., Brookline,	2.00
Wadsworth, Mrs. A. F.,	5.00
Wadsworth, Mrs. O. F.,	3.00
Wainwright, Miss R. P.,	10.00
Wales, Mrs. George W.,	5.00
Walker, Mr. Edward C. R., Roxbury,	10.00
Walker, Mrs. F. A.,	2.00
Walker, Mrs. Nathaniel U., Brookline,	1.00
Walker, Mrs. J. Albert,	2.00
Walley, Mrs. W. P.,	1.00
Walworth, Mr. C. C., Longwood,	5.00
Ward, Mrs. Henry V.,	5.00
Ward, The Misses,	5.00
<i>Amount carried forward,</i>	\$3,225.50.

<i>Amount brought forward,</i>	\$3,225.50
Ware, Mrs. Charles E.,	25.00
Ware, Miss C. L., Cambridge,	5.00
Ware, Miss Harriet, Brookline,	2.00
Warren, Miss Annie C.,	1.00
Warren, Mrs. Frederick,	5.00
Warren, Mrs. J. S.,	5.00
Warren, Mrs. Samuel M., Roxbury,	5.00
Warren, Mrs. William W.,	25.00
Waters, Miss Edith,	1.00
Waters, Mr. Edwin F., [Died.]	10.00
Webb, Mrs. S. P., Brookline,	1.00
Webster, Mrs. F. G.,	5.00
Weeks, Mrs. A. G.,	2.00
Weld, Mrs. William F.,	20.00
Weld, Mrs. William F.,	50.00
Wesselhoeft, Mrs. M.,	5.00
Wesselhoeft, Mrs. William P.,	3.00
Weston, Mrs. H. C.,	10.00
Wetherbee, Miss Helen,	1.00
Wheelwright, Mrs. J. W.,	5.00
Wheelwright, The Misses,	2.00
Whipple, Mrs. J. Reed,	10.00
White, Mr. C. G., Cambridge,	25.00
White, Mr. Joseph A., Framingham,	25.00
White, Mrs. Joseph H., Brookline,	2.00
White, The Misses,	3.00
Whitney, Mr. E. F.,	10.00
Whitney, Mrs. George,	2.00
Whitney, Mrs. H. A.,	5.00
Whitmore, Mrs. C. O.,	1.00
Whittier, Mrs. A. R.,	3.00
Whitwell, Mrs. F. A.,	5.00
<i>Amount carried forward,</i>	<hr/> \$3,504.50

<i>Amount brought forward,</i>	\$3,504.50
Wigglesworth, Miss Anna C.,	1.00
Willard, Mrs. A. R.,	5.00
Willard, Miss E. G.,	1.00
Willcutt, Mr. Levi L., Longwood,	10.00
Williams, Miss A. C., Roxbury,	10.00
Williams, Mrs. H.,	25.00
Williams, Mrs. Jeremiah,	1.00
Williams, Mrs. Moses, Brookline,	5.00
Wilson, Mr. F. A., Brookline,	10.00
Winslow, Miss H. M., Jamaica Plain,	1.00
Winslow, Mr. Samuel W.,	5.00
Winslow, Mrs. William C.,	1.00
Winsor, Mrs. Ernest, Chestnut Hill,	1.00
Withington, Mrs. M., Brookline,	5.00
Wolcott, Mrs. J. Huntington,	10.00
Wolcott, Mrs. Roger,	5.00
Woodbury, Mrs. J. P.,	5.00
Woodworth, Mrs. A. S.,	10.00
Wright, Miss M. A.,	5.00
Young, Mrs. Benjamin L., Auburndale,	10.00
Young, Miss Lucy, Groton,	1.00
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	\$3,631.50

CAMBRIDGE BRANCH.

Through Mrs. ELIZABETH C. AGASSIZ.

Abbot, Mrs. F. E.,	\$2.00
Abbott, Mrs. Martha T.,	25.00
A friend in New York,	4.00
Ames, Mrs. James B.,	5.00
Bartlett, Mrs. John,	30.00
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<i>Amount carried forward,</i>	\$66.00

<i>Amount brought forward,</i>	\$66.00
Batchelder, Mrs. J. M.,	1.00
Beard, Mrs. Edward L.,	1.00
Bemis, Mrs. Lucy C.,	10.00
Bradford, Mrs. J. Russell,	10.00
Brooks, Miss Martha W.,	5.00
Cary, The Misses,	5.00
Chapman, Mrs. Lucy,	2.00
Child, Miss H. M.,	2.00
Cooke, Mrs. J. P.,	5.00
Deane, Mrs. Charles,	2.00
Dodge, Mrs. Lucy S.,	10.00
Dodge, Mrs. S. B.,	1.00
Eustis, Mrs. Frank,	1.00
Fiske, Mrs. James C.,	5.00
Foote, Mrs. G. L.,	5.00
Foote, Miss Mary B.,	5.00
Foster, Mrs. Francis C.,	100.00
From friends,	50.00
Gannett, Mrs. Theo. B.,	10.00
Goodale, Mrs. George,	1.00
Goodwin, Miss A. M.,	5.00
Goodwin, Mrs. Hersey,	3.00
Goodwin, Mrs. W. W.,	10.00
Greene, Mrs. Copley,	5.00
Greenleaf, Mrs. James,	100.00
Greenough, Mrs. Henry,	1.00
Harris, Miss Charlotte M.,	1.00
Hedge, Miss Charlotte A.,	3.00
Henchman, Miss A. P.,	5.00
Hooper, Mr. E. W.,	25.00
Jones, Mrs. L. S.,	1.00
Lawrence, Mrs. William,	5.00
<i>Amount carried forward,</i>	<hr/> \$461.00

<i>Amount brought forward,</i>	\$461.00
Mackay, Miss F. M., [Died.]	5.00
McKean, Mrs. H. S.	1.00
Nichols, Mrs. John,	2.00
Norton, The Misses,	2.00
Page, Miss Abby S.,	1.00
Page, Mr. Samuel,	1.00
Page, Miss Sarah H.,	1.00
Paine, Miss J.,	2.00
Palfrey, Mrs.,	1.00
Peabody, Miss,	2.00
Richards, Mrs. R. A.,	1.00
Riddle, Miss,	1.00
Scudder, Mr. H. S.,	1.00
Smith, Mrs. Horatio,	2.00
Spelman, Mrs. J. M.	1.00
Stone, Mrs. J. S.,	5.00
Swan, Mrs. S. H.,	3.00
Thayer, Mrs.,	1.00
Thayer, Mrs. J. H.,	2.00
Thornton, Mrs. Annie C., Magnolia,	3.00
White, Mrs. Gardiner,	5.00
Whitman, Mrs. Ephraim P.,	5.00
Whittemore, Mrs. G. W.,	1.00
Willson, Miss Annie B.,	5.00
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	\$515.00

DORCHESTER BRANCH.

Through Mrs. ELIZABETH S. WHITTEN.

Atherton, Mrs. Samuel,	\$1.00
Austin, Mrs. William R.,	2.00
Bartlett, Mrs. S. E., Boston,	1.00
Bates, Mrs. George C.,	1.00
Bean, Mrs. J. Henry,	1.00
Bockus, Mrs.,	1.00
Bradford, Mrs. Martin L.,	2.00
Bradford, The Misses,	2.00
Brigham, Mrs. Frank E.,	1.00
Burdett, Mrs. Charles A.,	1.00
Burt, Mr. Edward N.,	1.00
Callender, Mrs. Henry,	1.00
Callender, Miss,	1.00
Carruth, Mrs. Nathan, Ashmont,	1.00
Clark, Mrs. W. R., Jr.,	1.00
Davis, Miss Katherine F.,	1.00
Dickinson, Mrs. Martha L.,	1.00
Dillaway, Mrs. C. O. L.,	1.00
Dolan, Miss,	1.00
Downer, Mrs. Samuel,	5.00
Eddy, Mrs. Otis,	1.00
Eliot, Mrs. Christopher R.,	1.00
Estabrooks, Miss, Ashmont,	1.00
Everett, Mrs. William B.,	1.00
Fay, Mrs.,	1.00
Hawkes, Mrs. S. L., Mattapan,	1.00
Hearsay, Mrs.,	1.00
Hearsay, Miss Sarah E.,	1.00
Howland, Mrs. H. T.,	5.00
<i>Amount carried forward,</i>	<hr/> \$40.00

<i>Amount brought forward,</i>	\$40.00
King, Miss S. Frank,	1.00
Lee, Mrs. L. M.,	1.00
Martin, Mrs. A. P., Mattapan,	1.00
Nash, Mrs. Edward,	1.00
Nichols, Mrs. S. W.,	5.00
Noyes, Miss Mary E.,	1.00
Orcutt, Mrs. Hiram,	1.00
Peabody, Mrs. Charles K.,	1.00
Phillips, Mrs. John G.,	1.00
Pierce, Mrs. S. S., Boston,	1.00
Pierce, Miss, Boston,	1.00
Pratt, Mrs. Laban,	1.00
Rankin, Mrs. James,	1.00
Rhodes, Mrs. T. Munroe,	1.00
Ruggles, Mrs. Frederick, Ashmont,	1.00
Ruggles, Miss, Ashmont,	1.00
Sayward, Mrs. C. A.,	2.00
Schlotterbeck, Frau,	1.00
Sewall, Mrs. George P.,	1.00
Shurtleff, Mrs.,	1.00
Stearns, Master Albert H.,	1.00
Stearns, Master Henry Dexter,	1.00
Stearns, Master Maynard,	1.00
Streeter, Mrs. C. H.,	1.00
Swan, Miss M. E.,	1.00
Sweetser, Mrs. M. F.,	1.00
Thatcher, Mrs. Charles A.,	2.00
Torrey, Mrs. Elbridge,	10.00
Vinson, Miss M. Adelaide,	1.00
Whitten, Mrs. Elizabeth S.,	1.00
Willard, Miss,	1.00
Wood, Mrs. Frank,	5.00
<i>Amount carried forward,</i>	\$91.00

<i>Amount brought forward,</i>	\$91.00
Wood, Mrs. W. A.,	1.00
Woodberry, Miss,	1.00
Woodman, Mrs. George,	1.00
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	\$94.00

DORCHESTER BRANCH NO. 2.

Through Mrs. WILLIAM H. SAYWARD.

An anonymous friend,	\$5.00
Barnard, Mrs. C. F.,	1.00
Churchill, Mrs. J. R.,	1.00
Clapp, Mrs. Asahel,	1.00
Frothingham, Miss,	1.00
Frothingham, Miss S. E.,	1.00
Gray, Mrs. W. H.,	2.00
Hayes, Mrs. W. L.,	1.00
Humphreys, Mrs. Richard C.,	1.00
Joslyn, Mrs. L. B., South Boston,	1.00
Lowney, Mrs. W. M.,	1.00
Merrill, Mr. S. A.,	1.00
Merrill, Mrs. S. A.,	1.00
Morse, Mrs. F.,	1.00
Noble, Mrs. Henry C.,	2.00
North, Mrs. F. O.,	1.00
Stearns, Mrs. Fred. P.,	2.00
Willard, Mrs. L. P.,	1.00
Wright, Mr. Chandler,	2.00
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	\$27.00

MILTON BRANCH.

Through Mrs. WILLIAM WOOD.

Barnard, Mrs. J. M.,	\$1.00
Barry, Mrs. Martha,	1.00
Beck, Mrs. Gideon,	1.00
Breck, Mrs. C. E. C.,	1.00
Brewer, Mrs. Joseph,	1.00
Briggs, Miss S. E.,	1.00
Channing, Miss,	1.00
Clum, Mrs. A. B.,	1.00
Cunningham, Mrs. C., East Milton,	2.00
Dow, Miss J. F.,	2.00
Dow, Miss L. A.,	2.00
Emerson, Mrs. W. R.,	1.00
Field, Mrs. E. E. V.,	1.00
Fletcher, Mrs. G. A.,	1.00
Forbes, Mrs. J. Murray,	5.00
Gilmore, Miss M. E., North Easton,	1.00
Glover, Mrs. R. T.,	1.00
Gray, Mrs. William,	2.00
Greene, Mrs. J. S.,	1.00
Hemenway, Mrs. Augustus, Readville,	25.00
Hicks, Miss Emma,	1.00
Hinckley, Miss M., Mattapan,	1.00
Hollingsworth, Mrs. Amor, Mattapan,	3.00
Hollingsworth, Mrs. P. R., Mattapan,	5.00
Jaques, Mrs. Francis,	2.00
Jaques, Miss H. L.,	2.00
Ladd, Mrs. William J.,	2.00
Mackintosh, Mrs.,	1.00
Morton, Miss S. B.,	1.00
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<i>Amount carried forward,</i>	\$70.00

<i>Amount brought forward,</i>	\$70.00
Payson, Mrs., East Milton,	2.00
Perkins, Mrs. C. E.,	5.00
Pierce, Mrs. M. V.,	1.00
Pierce, Roger,	1.00
Pierce, Walworth,	1.00
Pierce, Mrs. W. L.,	1.00
Richardson, Miss N.,	1.00
Richardson, Miss Susan,	1.00
Rivers, Mrs. G. R. R.,	1.00
Roberts, Miss Rachel,	1.00
Roberts, Mrs. R. H.,	1.00
Rotch, Miss Johanna,	1.00
Safford, Mrs. N. F.,	1.00
Tilden, Mrs. George,	2.00
Tilden, Mrs. William P.,	1.00
Tileston, Mrs. J. B., Mattapan,	5.00
Tucker, Mrs. S. A., Hyde Park,	1.00
Tucker, Miss S., Hyde Park,	1.00
Tuell, Mrs. Hiram,	1.00
Upton, Mrs. G. B.,	2.00
Vose, Miss C. C.,	1.00
Wadsworth, Mrs. E. D.,	1.00
Wainwright, Mrs. S. B., Readville,	2.00
Ware, Mrs. A. L.,	2.00
Weston, Mr. W. B.,	1.00
Weston, Mrs. W. B.,	1.00
White, Mrs. F. B.,	1.00
Whitney, Mrs. A. D. T.,	1.00
Whitwell, Mrs. F. A.,	1.00
Whitwell, Miss N. S.,	1.00
Wood, Mrs. William,	2.00
<i>Amount brought forward,</i>	<hr/> \$115.00

LYNN BRANCH.

Through Mrs. LUCY B. HAVEN.

Ashcroft, Mrs. Edward,	\$1.00
Bancroft, Mrs. Thomas,	1.00
Bancroft, Mrs. William,	1.00
Bates, Mrs. Walter,	2.00
Berry, Mrs. Benjamin J.,	2.00
Chase, Mrs. Phillip Augustus,	1.00
Clough, Mrs. Charles,	1.00
Coffin, Miss A. M.,	2.00
Dearborn, Mrs. Fred.,	1.00
Donallen, Mrs. John,	1.00
Frazier, Mrs. Lyman B.,	1.00
Haddock, Miss Emily,	1.00
Harmon, Mrs. Rollin,	1.00
Haven, Mrs. Lucy B.,	1.00
Hollis, Mrs. Samuel J.,	1.00
Hudson, Mrs. Charles,	1.00
Ireson, Miss Isabella,	1.00
Ireson, Miss Kate,	1.00
Johnson, Mrs. John B.,	1.00
Johnson, Mrs. Luther,	1.00
King, Mrs. Horace,	1.00
Lee, Mrs. Nehemiah,	1.00
Lovejoy, Mrs. Dr.,	1.00
Lovejoy, Mrs. Elbridge,	1.00
MacArthur, Mrs. John,	1.00
Manton, Mrs. John T.,	5.00
Melcher, Mrs. Charles,	1.00
Moore, Mrs. Ira,	1.00
Morgan, Mrs. William,	1.00
<i>Amount carried forward,</i>	<u>\$36.00</u>

<i>Amount brought forward,</i>	\$36.00
Name not given,	2.00
Newhall, Mrs. James S.,	1.00
Newhall, Mrs. Lucian,	1.00
Newhall, Mrs. Thomas B.,	1.00
Nourse, Mrs. Christopher,	1.00
Osborne, Mrs. Wallace,	1.00
Osborne, Mrs. Wellman,	1.00
Page, Mrs.,	1.00
Pope, Mrs.,	1.00
Saunderson, Mrs. Mancy,	1.00
Sheldon, Mrs. Charles C.,	1.00
Shorey, Mrs. George,	1.00
Tapley, Miss Alice,	1.00
Tapley, Mr. Amos P.,	1.00
Tapley, Mrs. Amos P.,	1.00
Tapley, Mrs. Henry,	1.00
Tebbetts, Mrs. Charles B.,	2.00
Valpey, Mrs. Henry,	1.00
Varney, Mrs. Charles,	1.00
Wa'den, Mrs. Edwin,	1.00
Walsh, Mrs. Charles,	1.00
Whiton, Mrs. Mary,	1.00
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	\$60.00

WORCESTER BRANCH.

Through Mrs. JOHN E. DAY.

Aborn, Mrs. M. A.,	\$1.00
A friend,	1.00
Allen, Mrs. Charles A.,	1.00
Allen, Mrs. Lamson,	1.00
<i>Amount carried forward,</i>	<hr/> \$4.00

<i>Amount brought forward,</i>	\$4.00
Baldwin, Mrs. Emily B.,	1.00
Ball, Miss Helen A.,	1.00
Ball, Mrs. Phineas,	1.00
Bancroft, Mrs. James H.,	1.00
Barnard, Mrs. Lewis,	1.00
Barnard, Miss Helen,	1.00
Bigelow, Mrs. A. A.,	1.00
Bigelow, Mrs. J. H.,	1.00
Blair, Mrs. Frank W.,	1.00
Blake, Mrs. Louisa,	1.00
Blake, Miss Ellen,	1.00
Bradley, Miss Jennie,	1.00
Brown, Mrs. Henry,	1.00
Brown, Mrs. Theo.,	1.00
Butler, Mrs. A. M. S.,	1.00
Clarke, Mrs. F. M.,	1.00
Clarke, Mrs. Henry,	15.00
Clarke, Miss Harriet E.,	5.00
Coes, Mrs. Annie L.,	1.00
Coes, Mrs. John,	1.00
Comins, Mrs. E. I.,	1.00
Cowden, Mrs. M. H.,	1.00
Crane, Mrs. E. B.,	1.00
Curtis, Mrs. E. P.,	1.00
Curtis, Mrs. John,	1.00
Day, Mrs. John E.,	10.00
Day, Miss Edna F.,	1.00
Day, Miss Alice F.,	1.00
Fay, Mrs. H. B.,	1.00
Fish, Miss Kittie,	1.00
Fowler, Mrs. E. H.,	1.00
Francis, Mrs. G. E.,	1.00
<i>Amount carried forward,</i>	\$63.00

<i>Amount brought forward,</i>	\$63.00
Fuller, Mrs. H. T.,	1.00
Gaskell, Mrs. Frank,	1.00
Gates, Mrs. Charles L.,	1.00
Gifford, Mrs. George,	1.00
Gray, Miss Sybil M.,	1.00
Greene, Mrs. J. W.,	1.00
Harrington, Mrs. C. G.,	1.00
Hastings, Miss Mary L.,	1.00
Hoar, Mrs. G. F.,	5.00
Hoar, Miss Mary,	1.00
Hoar, Mrs. Rockwood,	1.00
Hobbs, Miss Martha,	1.00
Houghton, Mrs. C. C.,	1.00
Howe, Mrs. Anna,	1.00
Kent, Rev. George W.,	1.00
Kinnicutt, Mrs. L. N.,	1.00
Knowles, Mrs. E. R.,	1.00
Lathrop, Mrs. F. D.,	1.00
Lincoln, Mrs. Waldo,	10.00
Lincoln, Mrs. Winslow S.,	1.00
Lowell, Mr. A. S.,	10.00
Marsh, Mrs. Henry A.,	1.00
McClellan, Miss Emma,	1.00
Mirick, Mrs. Albert H.,	1.00
Moen, Miss,	1.00
Moen, Mrs. P. L.,	1.00
Moore, Mrs. Jesse,	1.00
Morgan, Mrs. Charles,	1.00
Morse, Mrs. Emma D. F.,	1.00
Murdock, Mrs. Julia T.,	1.00
Newton, Mrs. George L.,	1.00
Partridge, Miss J. A.,	1.00
<i>Amount carried forward,</i>	\$117.00

<i>Amount brought forward,</i>	\$117.00
Perley, Miss Mary N.,	1.00
Pond, Mrs. W. F.,	1.00
Pratt, Mrs. M. F.,	10.00
Reed, Mrs. Charles,	1.00
Reeves, Mrs. Nellie F.,	1.00
Reinsburg, Miss Florence,	1.00
Rheutan, Mrs. A. A.,	1.00
Rice, Mrs. W. E.,	5.00
Rice, Mr. W. W.,	5.00
Rice, Mrs. W. W.,	5.00
Robinson, Mrs. J. H.,	1.00
Russell, Mrs. H. J.,	1.00
Sanford, Miss M. L.,	1.00
Sargent, Miss Mary F.,	1.00
Sawyer, Mrs. M. H.,	1.00
Schmidt, Mr. H. F. A.,	1.00
Schmidt, Mrs. H. F. A.,	1.00
Searls, Mrs. Kate R.,	1.00
Sibley, Mrs. L. M.,	1.00
Sinclair, Prof. J. E.,	1.00
Sinclair, Mrs. J. E.,	1.00
Stearns, Miss Hattie L.,	1.00
Stebbins, Mr. Calvin,	1.00
Stebbins, Mrs. Calvin,	1.00
Stone, Mrs. Abbie L.,	1.00
Sumner, Mrs. Abbie L.,	1.00
Thayer, Mr. E. D.,	1.00
Thayer, Mrs. E. D.,	1.00
Tolman, Mrs. Edward,	1.00
Waites, Mrs. Alfred,	1.00
Washburn, Mrs. Charles G.,	25.00
Watson, Mrs. J. B.,	1.00
<i>Amount carried forward,</i>	\$194.00

<i>Amount brought forward,</i>	\$194.00
Wheeler, Dr. Leonard,	1.00
Whitcomb, Mrs. C. C.,	1.00
Whitney, Mrs. Edward,	1.00
Witter, Mrs. H. M.,	2.00
Wyman, Miss Florence,	1.00
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	\$200.00

Note: As one-half of the above sum was received after the treasurer's accounts for the year ending Sept. 30 were closed, it will appear in the receipts for 1895.

NORMAL KINDERGARTEN CLASS.

Through Mrs. CAROLINE C. VOORHEES, CAMBRIDGEPORT.

Casey, Miss Lizzie J., Worcester,	\$1.00
Corbett, Miss Susan W., Cambridge,	1.00
Dwyer, Miss Mary T., Cambridge,	1.00
Philbrook, Miss Mary N., Everett,	2.00
Voorhees, Mrs. Caroline C.,	1.00
Voorhees, Miss Marguerite L.,	1.00
Wood, Miss Emma C., Woburn,	2.00
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	\$9.00

Note: As the above sum was received after the treasurer's accounts for the year ending Sept. 30 were closed, it will appear in the receipts for 1895.

